

Mana‘olana Website: A Usability Study

Joy Pualani Aiwohi
Learning Design and Technology
College of Education
University of Hawai‘i at Mānoa
jaiwohi@hawaii.edu
<https://www.manaolana.info/>

Abstract: Caring for a child with a mental illness can be extremely time-consuming and challenging for parents, especially in Hawai‘i, where there is a shortage of mental health care providers. Parents may not feel comfortable speaking openly about their child’s mental illness, and they may not know where to find help for their child or support for themselves. Manaolana.info is a website that was designed for parents in Hawai‘i who care for children with mental illness. This website includes four main components: information about service providers for psychological evaluations, information about service providers for children with a mental health diagnosis, parental support, and informational resources. A usability study was implemented to evaluate the website’s ease of navigation and the ability of the user to readily locate information. The findings of the usability study indicated that the mana‘olana website contained pertinent and relevant information, and that it was a useful resource for the target population. The mana‘olana.info website is considered public domain and can be shared with parent support groups, school administrators and counselors, and mental health care providers throughout the state of Hawai‘i.

Introduction

An estimated 12,000 children in Hawai‘i receive treatment for a diagnosable mental illness (Creamer, 2019). The American Psychiatric Association defines mental illnesses as “health conditions involving changes in emotion, thinking or behavior...associated with distress and/or problems functioning in social, work or family activities” (Leshner, 2019). Due to the ongoing shortage of psychiatrists, inpatient programs, and mental health services within our state, particularly on the islands outside O‘ahu (Lyte, 2018), Hawai‘i’s children are underserved in terms of receiving necessary mental health care services.

For parents of children with a mental illness, life is challenging in a multitude of ways. The current shortage of mental health care providers, coupled with a potential lack of awareness of the services that do exist, can cause an extreme amount of stress for parents who care for mentally ill children. Some parents in Hawai‘i are unaware of the mental health services available for their children, and may not know how to access these services in order for their child to receive medical treatment. Depending on the severity

and nature of their child’s illness, parents may develop their own mental health symptoms (Seltzer, et al., 2004), such as depression, anxiety, and post-traumatic stress disorder. Parents of children with a mental illness may not realize the impact of their child’s condition on their own health and well-being, and may be in need of therapy and emotional support for themselves.

Various organizations that provide behavioral and mental health services for children exist throughout the state of Hawai‘i. Additionally, support groups for parents also exist, although they are not broadly advertised. Two Hawai‘i-based websites, helpyourkeiki.com and 808youth.com, can be utilized by parents who care for children with mental illnesses. Both of these websites offer extensive information for parents to utilize as they navigate the mental health care system in Hawai‘i. [Helpyourkeiki.com](http://helpyourkeiki.com) discusses common concerns and addresses questions parents may have regarding their child’s mental health. Some resources are made available to the viewer, such as synopses of different types of mental illnesses and who to call in a crisis situation. 808youth.com allows users to conduct their own searches according to their individual needs. Depending on how one navigates the website, 808youth.com can provide the reader with helpful resources to locate a service or program for their child. Both of these websites, however, have limitations in terms of their content, organization, and accessibility.

According to Nazir, Zafar, Shaheen, Maqbool, and Qamar (2019), the purpose of a website, its overall appearance, and its provision of concise information are important contributors to a website’s usability. In evaluating the helpyourkeiki.com website, its homepage does not clearly articulate its purpose in writing; one has to view a two-minute video in order to understand the purpose of the website. There are two navigation menus on the home page, one appearing at the top of the home page, and one on the left side, leaving the reader with no clear direction as to where to begin researching. Lastly, the helpyourkeiki.com website contains excessive printed information on most of its pages. Parents who care for children with a mental illness are extremely busy managing the care of their child, as well as their own daily living needs. Searching for online information should be simple, and not require an excessive amount of time.

The 808youth.com website provides an overabundance of information on youth services in Hawai‘i, but does not tailor these services specifically for youth with mental illnesses. The website identifies itself as a “searchable database of government, private, and nonprofit organizations offering services or activities for children and youth in Hawai‘i” (State of Hawai‘i Office of Youth Services, n.d.). While the website itself is a comprehensive search engine, the scope of services provided is very broad, and includes over thirty program categories in addition to mental illness. The home page requires excessive scrolling, and its content is not clearly organized.

The state of Hawai‘i has a responsibility to provide quality mental health care for its children. Coupled with this is an obligation to provide parents with reliable mental health care information that is understandable and easily accessible online. The websites that are produced by organizations in the State of Hawai‘i have some shortcomings in terms of their usability, which could hinder or prevent parents from educating themselves and

obtaining the assistance they need for their child or for themselves.

Statement of the Problem

A need exists to provide readily accessible resources for parents in the following realms: how to obtain psychological testing for children suspected of having a mental illness, how to obtain treatment for a child already diagnosed with a mental illness, how to obtain emotional support for oneself as a parent of a child with mental illness, and how to obtain information about mental health diagnoses. Therefore, the investigator created a website to address this need.

The purpose of the usability study was to evaluate the ease of use and user satisfaction with the mana‘olana website, which was designed to provide resources and support for parents of children with mental illness who reside in Hawai‘i.

Literature Review

“Mental illness is the term that refers collectively to all diagnosable mental disorders. Mental disorders are health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning” (U.S. Department of Health and Human Services, 1999, p. 4–5, as cited by Griffiths, 2017). Examples of mental illness include, but are not limited to: Attention-Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), Autism Spectrum Disorder (ASD), Substance Abuse and Addiction Disorders, Depression, Anxiety, Attachment Disorders, and Mood Disorders (Center for Mental Health Services Division of State and Community Systems Development, 2017).

Caring for children with mental illness can cause an extreme amount of stress for parents. Their time is often spent seeking help from professionals, learning about their child’s diagnosis, and taking their child to and from psychiatric and therapeutic appointments. Little time is left for their own self-care, which can have an adverse effect on both parent and child. For example, according to Davis and Carter (2008), “Parents of children with ASD typically report higher levels of parenting stress and higher affective symptoms when compared to parents of typically developing children and parents of children with other disabilities” (p. 1278). Generally speaking, “the parents of persons with severe mental health problems also [have] significantly elevated levels of depressive symptoms,” (Seltzer, Greenberg, Floyd, & Hong, 2001, p. 279).

Children with mental illness often exhibit extreme and sometimes negative behaviors, which can lead to parental stress and emotional angst. Mohr and Regan-Kubinski (2001), explain that when a child is diagnosed with a mental illness, the parental experience can be characterized as one of “loss and grief” (p. 69). Additionally, Mohr and Regan-Kubinski (2001) explain that

Advocates in the National Alliance for the Mentally Ill (NAMI) family movement posit that the effect of a mental illness can make families feel “under siege.”

These families need an equal measure of empathy and understanding, as do families who are dealing with a child’s death from cancer. (p. 69)

The National Alliance for the Mentally Ill (NAMI) (2019) recommends that parents take the following actions to help their child: be educated and informed, discover treatment options for their child, and engage in self-care. NAMI (2019) also encourages parental participation in face-to-face educational programs that are provided by various groups such as churches, community centers, and state and federally funded organizations. If unable to participate in educational programs in person, “Virtual technology should be harnessed to make family education and support available online to those who cannot participate in face-to-face programs” (NAMI, 2019). There is an increasing number of parents who utilize the Internet to access information about their child’s medical conditions (Pehora, Gajaria, Stoute, Fracassa, Serebale-O’Sullivan, & Matava, 2015). Additionally, many parents are turning to the Internet to network with others via online support groups for parents of children with rare illnesses, including mental health disorders (Nicholl, Tracey, Begley, King, & Lynch, 2017).

Given the fact that many parents are using the Internet as a means of educating themselves and obtaining support, assessing the usability of a website is crucial. Usability is defined as “The extent to which a product can be used by specified users to achieve specified goals with effectiveness, efficiency and satisfaction in a specified context of use” (Speicher, 2012, p. 2). To determine if a website is usable, the designer must focus on the following components: the user’s needs, the user’s ability to accomplish a task, and the user’s ability to find and locate information in a reasonable amount of time. The design of the website should be focused on the user’s needs, and not those of the developer (Oakley and Daudert, 2016). According to Nielson (2012), “On the Web, usability is a necessary condition for survival. If a website is difficult to use, people leave.” In summary, a website is usable if people are readily able to accomplish their intended tasks independently and efficiently.

Providing a user-friendly website for parents of children with mental illness in Hawai‘i increases the likelihood that parents will be able to locate and obtain useful and relevant information. This is highly beneficial for Hawai‘i’s children and their families, as parents and caregivers will be able to discover treatment options for their children as well as support networks for themselves.

Methodology

Research Questions/ Goals. The purpose of the mana‘olana website was to provide information in a centralized, online location for parents who care for children with mental illness in Hawai‘i. This website consolidated resources specifically related to mental

health care for children in Hawai‘i, as well as avenues for parents to obtain emotional support via networking with other parents and agencies.

The following research questions were addressed in the usability study:

1. How easy was it for users to navigate the website?
2. How easy was it for users to locate information on the website?
 - 2A) How easy was it for users to locate a service provider who does diagnostic testing for a child suspected of having a mental illness?
 - 2B) How easy was it for users to locate a service provider for children who have already been diagnosed with a mental illness?
 - 2C) How easy was it for users to locate a support group for parents of children with mental illness?
 - 2D) How easy was it for users to locate counseling services for parents of children with mental illness?
 - 2E) How easy was it for users to locate information about mental illnesses?
3. How consistent was the website’s design?
4. How much did users like the website's visual aesthetic?

Participants in the usability study provided the investigator with data, which was analyzed in order to determine the website’s ease of use and user satisfaction.

Content Analysis.

Website content: The content of the mana‘olana website was grouped in five major categories:

1. About Page.
2. Service providers in Hawai‘i for psychological evaluations.
3. Service providers in Hawai‘i for children who have been diagnosed with a mental illness.
4. Parental support:
 - 4A) Support groups for parents of children with mental illness in Hawai‘i.
 - 4B) Counseling services for parents of children with mental illness in Hawai‘i.
5. Resources
 - 5A) Information about mental illness.
 - 5B) Inclusive programs for children with special needs.
 - 5C) Numbers to call in emergency situations.

The rationale behind organizing information into these broad categories was to provide a clearly organized and easy to use online resource for parents and caregivers. The investigator intentionally incorporated simplicity and consistency in design into the website, as this best met the needs of the target audience.

The cognitive domain of learning was targeted in this usability study. The tasks given to participants were designed to reveal their ability to navigate the mana‘olana website and locate information for specific purposes. The end goal of the completed website was for parents to easily and quickly access pertinent information to address the mental health needs of their child, as well as their own potential need for support.

Website name. Mana‘olana is the Hawaiian word meaning “hope.” In the Hawaiian language, “mana‘o” has several meanings, including “thought, mind, to think.” The Hawaiian word “‘olana” has several meanings, including “floating, calm, still.” Jointly, “mana‘olana” figuratively translates to “hope” (Nā Puke Wehewehe ‘Ōlelo Hawai‘i, 2019).

The investigator incorporated three criteria in creating the website’s name:

1. The Hawaiian language, as the website was created specifically for parents in Hawai‘i.
2. A reference to the mind, as the website focuses on providing resources and support for children with mental illness.
3. A Christian reference to the Biblical principle of “hope,” as the investigator wanted the website to provide encouragement and positivity for parents.

Participants: Target audience. The target audience for the completed website was parents of children with mental illness who reside in Hawai‘i. For the purpose of this study, the term “parents” was all-encompassing in the sense that it included all caregivers, such as grandparents, foster parents, and adults given the power of attorney. The target audience was capable of navigating a website comfortably, and had access to the Internet. Due to the extensive amount of time invested in caring for their child, the target audience had limited free time, and would benefit from a website that provided information presented in a clear, concise, and easily understandable manner. The target population typically needed emotional support of their own, and may have welcomed opportunities to network with parents in similar situations. In order for the completed website to be disseminated to the target population, the website may be shared with groups such as:

1. Counselors and administrators at various public and private schools.
2. Parents in various support groups.
3. The National Alliance on Mental Illness (NAMI), Hawai‘i chapter.
4. Mental Health Care Providers in Hawai‘i.

Participants: Usability study. According to Virzi (1992), Nielsen (2000), Krug (2005), and the U.S. Department of Health and Human Services (2014), as cited by Oakley and Daudert (2016) “In general, the usability literature suggests that five users will uncover most of the usability issues in a site” (p. 265). Krug (2010) suggests that three usability tests can be done with three different users for each round.

The usability study included nine adult participants, two males and seven females, who were 35 years or older. Participants in the usability study were able to navigate the Internet comfortably, and were able to follow verbal and written instructions in order to complete assigned tasks. The investigator did not deem it necessary for participants to have a background in or understanding of mental health diagnoses in children. The rationale behind this was the purpose of the study was to evaluate the ease of use, organization, and aesthetic appearance of the mana‘olana website. Therefore, knowledge of mental health diagnoses was not required to attain this outcome.

Table 1

Participant Demographic Characteristics

Characteristics	Number	Percent
Gender		
Male	2	22.2
Female	7	77.8
Age Group		
35 - 44	3	33.3
45 - 54	4	44.4
55 - 64	1	11.1
65 - 74	0	0.0
75 years or older	1	11.1
Education		
Associate Degree	1	11.1
Bachelor's Degree	1	11.1
Master's Degree	5	55.6
Professional Degree	2	22.2
Employment		
Employed full-time	8	88.9
Retired	1	11.1

Participants were recruited personally via verbal invitation and received a \$5 gift card for contributing their time and feedback to the study. Participants included the investigator's acquaintances, family members, and colleagues. The risks associated with participating in the usability study were minimal. Potential benefits to participation in the study included an increased awareness of mental health services that are available for children in Hawai'i, as well as an increased awareness of resources that offer information and support for parents.

Evaluation Instruments. An introductory survey gathered demographic data about each participant in the usability study (see Appendix A). A second survey was completed at the end of each round of usability testing for both the wireframe and the website (see Appendices B and C). The wireframe post-survey gathered data that related to content and organization. The website post-survey gathered data that related to content, ease of use, and aesthetic elements of the website. Audio recordings captured verbal responses as participants performed tasks and navigated the wireframe and website. Screen recordings captured participants' screen activity as they completed each task. Screen and audio

recordings were obtained using QuickTime Player for Mac, and provided information on the functionality of the website and the users’ ability to locate information.

Project Design. The content of the mana‘olana website was determined prior to designing the wireframe, and was organized on a word document based on the five main categories delineated in the content analysis (see Appendix D). After determining the website’s content, a wireframe was created in Google Drawing (see Appendix E).

The mana‘olana website was created using Wix, an online platform used for website design. All images and media were obtained from Wix or from the investigator’s personal photos. Videos and still images were purposefully selected from two categories: people and nature. The investigator intended the website to have a calming effect on users, as well as include imagery that relates to or is representative of Hawai‘i and its people.

The investigator referred to and incorporated the usability guidelines presented by Garrett, Chiu, Zhang, and Young (2016), who identify “navigation, graphical representation, organization, content utility, simplicity, and readability” (p. 4) as essential features for designing a website. Additionally, the investigator organized and designed the website according to the following guidelines for website usability. Devine, Broderick, Harris, Wu, and Hilfiker (2016) maintain the following:

Usability standards tend to fall into three major categories. The first category focuses on how the information is organized, commonly referred to as *information architecture*. The second category looks at how users navigate the information on a website, known as *site design*. The third category emphasizes how users interact with content on the website, referred to as *content design*.
(p. 211)

With these standards in mind, the homepage of the website was organized into five categories: about page, psychological evaluations, mental health care providers, parental support, and resources. With the exception of the about page, each page within the site provided a list of various providers and organizations, as well as links to their respective websites. The design of the website was visually simple and formulated with the target audience in mind: parents who have limited time and an urgent need for information and support.

Procedures. The investigator completed all required CITI training modules prior to commencing the study (see Appendix F), and obtained approval from the University of Hawai‘i Institutional Review Board.

Usability testing occurred face-to-face at the place and time that was most convenient for

the participants. At the beginning of each round of testing, participants were asked to complete a survey via Google forms to gather demographic data such as age, gender, education, and employment. Additionally, participants signed a consent form prior to the session, thus allowing them to participate in the usability study (see Appendix G).

During each iteration of wireframe and website testing, data was captured using QuickTime Player for Mac, which enabled the investigator to review participants' interactions with the website and to listen to their comments as they navigated the website.

The initial round of testing was done with three participants, who evaluated the wireframe of the mana‘olana website. Obtaining feedback on a website's wireframe is beneficial (Krug, 2010), therefore, testing the wireframe was done prior to testing the actual website. Participants were given a total of six tasks to complete to determine if the content of the website and its purpose were apparent to the users (see Appendix H).

At the completion of wireframe testing, participants completed an online survey to share their feedback about the content and purpose of the mana‘olana wireframe (see Appendix I). The investigator compiled brief notes after each iteration of wireframe testing, and adjustments were made to the wireframe based on observations made during testing and the participants' feedback (see Appendix J).

The initial draft of the website was created on Wix. The investigator incorporated the feedback provided on the wireframe in developing the first draft of the website.

The first round of usability testing of the mana‘olana website was done with three different participants. As they navigated the website, participants were given six tasks to complete, which were framed as scenarios (see Appendix K). Scenarios were created around the four research questions upon which this study was based.

Adjustments were made to the mana‘olana website based on observations of and feedback from participants in each iteration of website testing. The final round of website testing was administered with three new participants. Participants were given the same six tasks to complete, which were stated as scenarios. The investigator took brief notes after each iteration of website testing, and adjusted the website accordingly (see Appendix L).

At the completion of each round of testing, participants completed an online survey to share their feedback on the quality of the website's content, the website's ease of use, and the website's overall appearance (see Appendix M).

Based on the feedback obtained after the third round of testing, the website was finalized on Wix. The mana‘olana website was considered a public domain which can be shared publicly with various stakeholders throughout the state of Hawai‘i.

Timeline. The following was a projected timeline of dates and activities for the

Mana‘olana website usability study.

Table 2

Usability Study Goals and Timeline

Date	Task
October 2019	<ul style="list-style-type: none"> • determine content of website home page and other pages within the website • begin designing wireframe • begin draft of IRB application
November 2019	<ul style="list-style-type: none"> • draft tasks for participants to perform in usability study • draft survey and interview questions for participants to respond to after testing website • finalize draft of IRB application
December 2019	<ul style="list-style-type: none"> • finalize wireframe • recruit participants for usability study
January 2020	<ul style="list-style-type: none"> • finalize tasks, survey, and interview questions for usability study
February 2020	<ul style="list-style-type: none"> • test wireframe with 3 participants (1st iteration) • create first draft of website in Wix • administer usability study to participants to evaluate initial website (2nd iteration)
March 2020	<ul style="list-style-type: none"> • continue 2nd iteration of website usability study • adjust website according to feedback from participants • administer usability study to participants to evaluate adjusted website (3rd iteration) • interpret and analyze data • complete final version of website on Wix
April 2020	<ul style="list-style-type: none"> • write script and design slides for TCC conference • present at TCC Conference
May 2020	<ul style="list-style-type: none"> • complete and submit paper for Master’s project

Results and Analysis

The purpose of the usability study was to evaluate the ease of use and user satisfaction with the mana‘olana website, which was designed to provide resources and support for parents of children with mental illness who reside in Hawai‘i. The following research questions were addressed in this study:

1. How easy was it for users to navigate the website?
2. How easy was it for users to locate information on the website?
 - 2A) How easy was it for users to locate a service provider who does diagnostic testing for a child suspected of having a mental illness?
 - 2B) How easy was it for users to locate a service provider for children who have already been diagnosed with a mental illness?
 - 2C) How easy was it for users to locate a support group for parents of children with mental illness?
 - 2D) How easy was it for users to locate counseling services for parents of children with mental illness?
 - 2E) How easy was it for users to locate information about mental illnesses?
3. How consistent was the website’s design?
4. How much did users like the website’s visual aesthetic?

In total, three rounds of usability testing were conducted, with three participants per round. Each round of usability testing was conducted in person, allowing the investigator to gather qualitative data related to facial expressions and tone of voice, as well as verbal comments. Quantitative data was gathered in a post-survey, which was administered at the end of each round of usability testing. Participants responded to six questions in the post-survey using a five-point Likert scale.

The first round of usability testing evaluated a wireframe version of the website. The primary purpose of testing the wireframe was to ensure that all information was organized prior to creating the mana‘olana website, as well as to ensure that links to external sites were current and working correctly. Wireframe testing allowed the investigator to collect information related to the content and purpose of the website. In contrast, the second and third rounds of usability testing evaluated the website itself. Website testing provided the investigator with information related to the website’s design, usability, and visual aesthetic.

During the first round of testing, the investigator noted problem areas in which participants were not able to locate information as intended by the investigator, and adjusted the wireframe and website accordingly. The results of the usability study were as follows, delineated according to each research question.



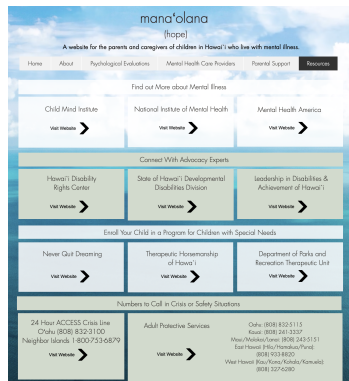
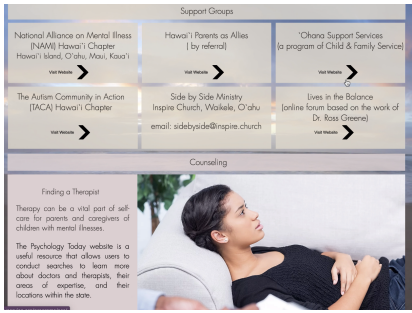
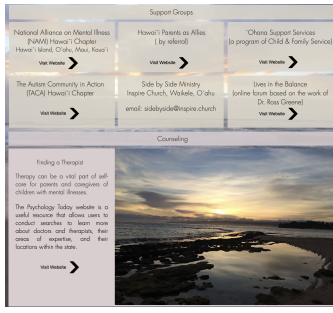
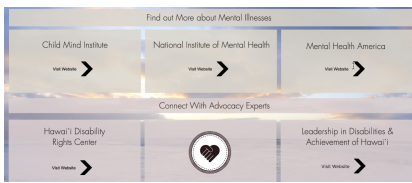

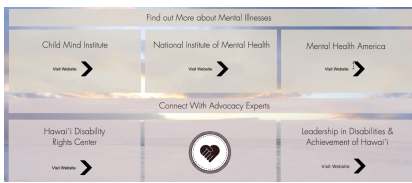
Research Question 1: How easy was it for users to navigate the website?

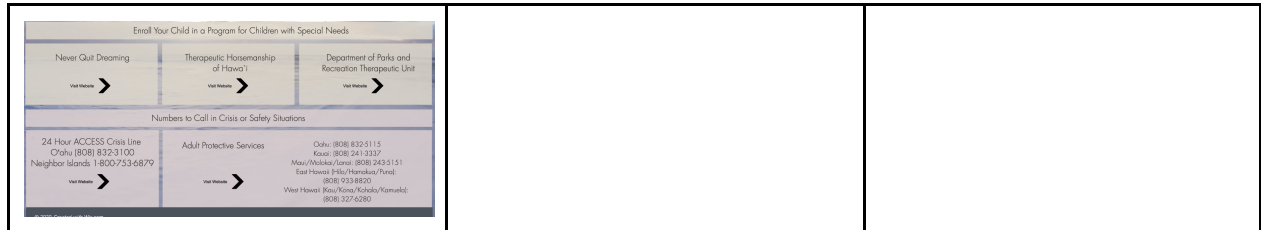
The wireframe testing (round 1) did not reveal any major problems with navigation. One participant commented that the wireframe was “informative, easy to follow.”

The website testing (round 2) yielded the following feedback from one participant: “Support and Resources page was a lot to go through. Maybe separate the topics so the user does not have to refine their search navigating the site.” The investigator affirmed that the amount of information on the support and resources page required excessive scrolling and contained a substantial amount of information. Therefore, the investigator created a new page, entitled “Resources,” and changed “Support” to “Parental Support.” (see Figure 1). This change decreased the amount of scrolling and reading that users would have to do on a single page, and divided the information evenly among the two pages.

Figure 1

Changes made to Support and Resources Page

Support and Resources Page (as presented in website usability test rounds 2 and 3)	Parental Support Page (as presented in final website)	Resources Page (as presented in final website)
		
		
		
		



Note. The “Support and Resources” page (available in rounds 2 and 3) was split into a “Parental Support” page and a “Resources” page for the final website.

Research Question 2: How easy was it for users to locate information on the website?

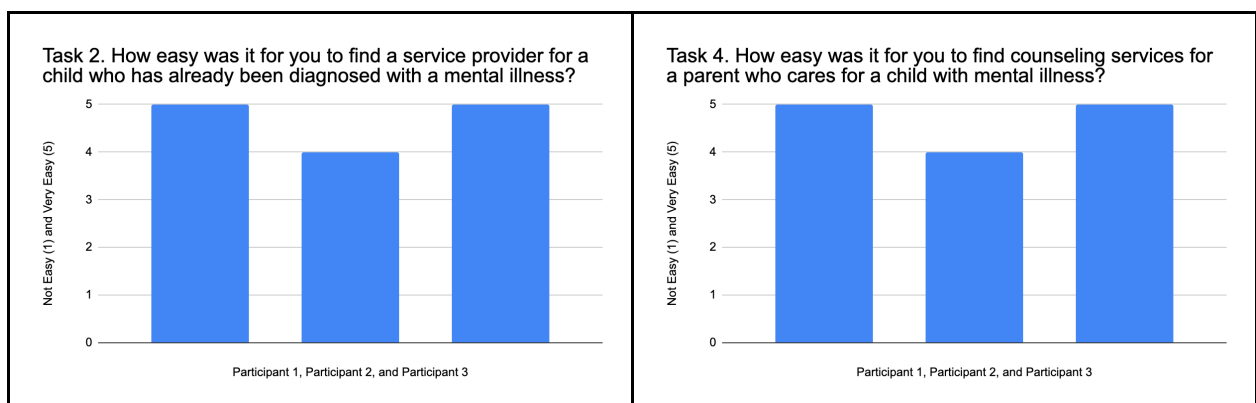
To evaluate how easy it was for participants to locate information on the website, participants were asked to complete a number of specific tasks. In total, there were six tasks. The results of wireframe testing indicated that users experienced moderate difficulty with two areas of the wireframe:

- Task 2: Locating a service provider for a child who has already been diagnosed with a mental illness.
- Task 4: Finding counseling services for a parent of a mentally ill child.

One out of three participants (33.3%) rated Task 2 a 4, with 5 being the highest rating of “very easy.” One out of three participants (33.3%) rated Task 4 a 4, with 5 being the highest rating of “very easy” (see Figure 2).

Figure 2

Participant Ratings for Tasks 2 and 4



Note. Participant ratings for tasks completed in the wireframe testing.

Another key finding during the wireframe testing was that all three participants (100%) were unable to complete Task 1, which asked participants to search for a service provider for diagnostic testing within a particular area on O‘ahu. The investigator observed that none of the three participants visited the *Psychology Today* website, which was the resource needed to complete this task. Therefore, the investigator adjusted the wireframe to include a more detailed explanation of the *Psychology Today* website, as well as added

two hyperlinks. These changes were made to clarify the purpose of the *Psychology Today* website, as well as to provide more than one way to access the online resource. Additionally, the investigator changed “diagnostic testing” to “psychological evaluations.” This change in verbiage was implemented to provide a simpler, less clinical term for users.

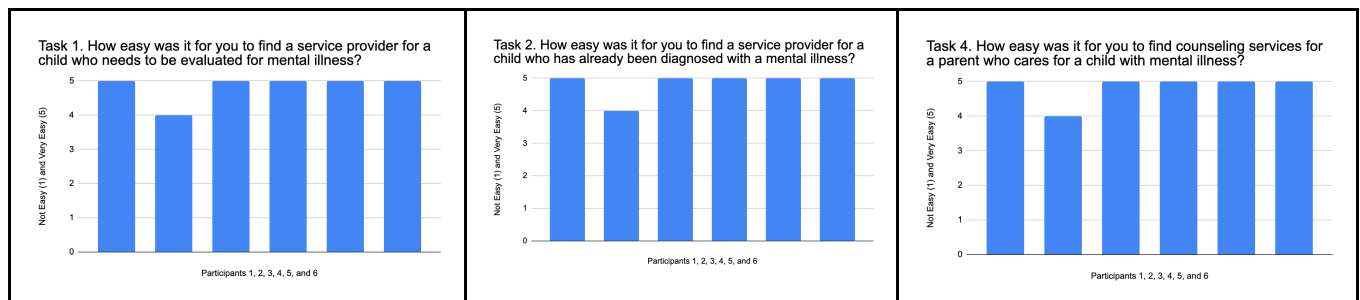
The results of website testing indicated that users had moderate difficulty with three tasks:

- Task 1: Finding a service provider for a child who needs to be evaluated for mental illness.
- Task 2: finding a service provider for a child who has already been diagnosed with a mental illness.
- Task 4: finding counseling services for a parent who cares for a child with mental illness.

One out of five participants (20%) rated Task 1 a 4, with 5 being the highest rating of “very easy.” One out of five participants (20%) rated Task 2 a 4, with 5 being the highest rating of “very easy.” One out of five participants (20%) rated Task 4 a 4, with 5 being the highest rating of “very easy” (see Figure 3).

Figure 3

Participant Ratings for Tasks 1, 2, and 4



Note. Participant ratings for tasks completed in website testing.

Of greatest concern to the investigator was that four participants out of six (66.7%) had difficulty finding a service provider who did psychological evaluations for children. In consulting with a mental health care provider, the investigator learned that the terminology on the website was clear and accurate, and therefore no changes were made to this section of the website. Because only one out of six participants (16.7%) experienced moderate difficulty with Tasks 1 and 4, no changes were made to those sections of the website.

Research Question 3: How consistent is the website’s design?

Results of the wireframe testing indicated that two out of three participants (66.7%) found the wireframe to be “very organized,” receiving the highest rating of 5, while one participant (33.3%) rated the wireframe a 4.

After website testing, five of the six participants (83.3%) rated the website the highest rating of 5, “very organized,” while one participant (16.7%) rated the website a 4. The investigator did not receive enough feedback to indicate additional adjustments were necessary to the design or organization of the website.

Research Question 4: How much do users like the website's visual aesthetic?

Wireframe testing results did not contribute to research question 4, as the wireframe contained no graphics, videos, or images.

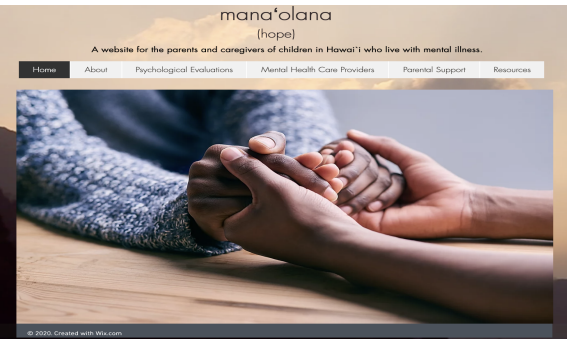
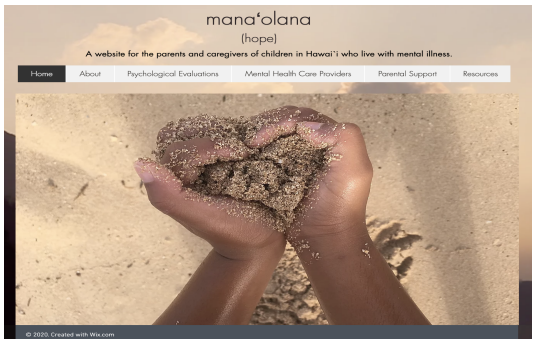
Five of the six participants (83.3%) rated the appearance of the website the highest rating of 5, indicating that they liked the appearance of the website “very much.” One participant (16.7%) rated the appearance of the website a 4. Three participants commented as follows:

- “I love the calming effect all the graphics have had on me!”
- “It would be worthwhile to replace stock images with recreated (local) images.”
- “The pic on the homepage is dynamic! I would love to see a gallery illustrating more of the aloha and mālama to add to the calming and supporting tone of the Website.”

Participants reacted favorably to the background images on the website, which were obtained using Wix media. However, two participants gave feedback that replacing stock images throughout the site with “local” images would give the website a more “Hawaiian” feel. Referring to the image on the Mana‘olana home page, one participant commented, “Those aren’t Hawaiian hands.” Therefore, the investigator replaced the stock image on the home page with an image of a local child’s hands (see Figure 4).

Figure 4

Home Page Images

Home page image (as presented in website usability test rounds 2 and 3)	Home page image (as presented on final website)
 <p>The screenshot shows the website header with the title 'mana'olana (hope)' and a subtitle 'A website for the parents and caregivers of children in Hawai'i who live with mental illness.' Below the header is a navigation menu with links: Home, About, Psychological Evaluations, Mental Health Care Providers, Parental Support, and Resources. The main content area features a large image of two adults' hands clasped together on a wooden surface.</p>	 <p>The screenshot shows the same website header and navigation menu as the previous image. The main content area now features a large image of a child's hands holding a mound of sand, set against a background of sand dunes.</p>

Note. The stock image of two people holding hands was replaced by the image of a local child’s hands.

Other stock images that were replaced included those on the Psychological Evaluations, Parental Support, and Mental Health Care Providers pages (see Appendix N). These revisions were made to improve the visual aesthetic of the website, with the intent of appealing to the emotions and connecting the website specifically to Hawai‘i and its people.

Discussion

The investigator learned that the instructional design process must be purposeful and intentional. Designing a website to consolidate information required investing time into researching and evaluating existing online resources. Conducting ocular reconnaissance proved to be valuable in determining how to improve upon existing resources, as well as determining how to create a new online website that would be different and more efficient for the target audience.

Participants in the usability study reacted favorably to the completed mana‘olana website (see Appendix O). One participant stated that s/he was “impressed with the wealth of information & resources available on this website. This would be a helpful site to maintain (beyond the end of the course and into the future.)”

It is widely known that mental health resources are in great demand, but in short supply in the state of Hawai‘i. Therefore, publication of an additional online resource will be beneficial for not only parents, but family members, schools, and organizations who work with and treat children with mental illness.

Conclusion

The purpose of this instructional design project was to create a well-organized, user-friendly website to provide resources and support for parents and caregivers of children with mental illness who reside in Hawai‘i. The existing online websites were either difficult to navigate or contained an overabundance of information that was not geared towards mental health. Parents of mentally ill children require a great deal of emotional support and easy access to quality health care for their children. In order to obtain treatment for their children and support for themselves, parents must be informed and aware of the services that exist throughout the state of Hawai‘i. The mana‘olana website aims to provide accurate and easily-accessible information for Hawai‘i’s parents in order for them to obtain an accurate mental health diagnosis and appropriate treatment for their children. Additionally, as parents network with other parents in similar life situations, they will be able to maintain a support system that is critical for their own mental health and well-being.

References

- Cardello, J. (2014, June 27). The Difference Between Information Architecture (IA) and Navigation. Retrieved March 29, 2020, from <https://www.nngroup.com/articles/ia-vs-navigation/>
- Center for Mental Health Services Division of State and Community Systems Development. (2017). *Hawaii Uniform Application FY 2018/2019 - State Behavioral Health Assessment and Plan Community Mental Health Services Block Grant*. Retrieved from <https://health.hawaii.gov/amhd/files/2017/12/FY-2018-2019-Community-Mental-Health-Services-Block-Grant.pdf>
- Creamer, B. (2019, April 2). *Health in Hawaii: Good News, But Not for Everyone* – Hawaii Business Magazine. Retrieved September 14, 2019, from <https://www.hawaiibusiness.com/change-report-health/#part4>
- Davis, N. O., & Carter, A. S. (2008). Parenting Stress in Mothers and Fathers of Toddlers with Autism Spectrum Disorders: Associations with Child Characteristics. *Journal of Autism and Developmental Disorders*, 38, 1278–1291.
- Devine, T., Broderick, J., Harris, L. M., Wu, H., & Hilfiker, S. W. (2016). Making Quality Health Websites a National Public Health Priority: Toward Quality Standards. *Journal of Medical Internet Research*, 18(8), e211. <https://doi.org/10.2196/jmir.5999>
- Family Education and Support | NAMI: National Alliance on Mental Illness. (n.d.). Retrieved November 25, 2019, from <https://www.nami.org/Learn-More/Mental-Health-Public-Policy/Family-Education-and-Support>
- “Family Members and Caregivers | NAMI: National Alliance on Mental Illness.” <https://www.nami.org/find-support/family-members-and-caregivers/learning-to-help-your-child-and-your-family> (September 29, 2019).
- Garett, R., Chiu, J., Zhang, L., & Young, S. D. (2016). A Literature Review: Website Design and User Engagement. *Online Journal of Communication and Media Technologies*, 6(3), 1–14.
- Greene, R. W. (2016). *Raising Human Beings*. New York, NY: Scribner.

- Hawai‘i Youth Services Directory | Powered by the State of Hawai‘i Office of Youth Services. (n.d.). Retrieved October 11, 2019, from <https://808youth.com/node>
- Krug, S. (2010). *Rocket Surgery Made Easy: The Do-It-Yourself Guide to Finding and Fixing Usability Problems*. Berkeley, CA: New Riders.
- Leshner, A. I. (2019). Stop blaming mental illness. *Science*, 365(6454), 623–623. <https://doi.org/10.1126/science.aaz0997>
- Lyte, B. (2018, September 17). Hawaii’s Mental Health Care Crisis - Honolulu Civil Beat. Retrieved September 14, 2019, from <https://www.civilbeat.org/2018/09/hawaiis-mental-health-care-crisis/>
- Mohr, W. K., and Regan-Kubinski, M.J. (2001). “Living in the Fallout: Parents’ Experiences Their Child Becomes Mentally Ill.” *Archives of Psychiatric Nursing* 15(2): 69–77. <http://www.psychodyssey.net/wp-content/uploads/2012/05/Living-in-the-Fallout.pdf>.
- Nā Puke Wehewehe ‘Ōlelo Hawai‘i. (n.d.). Retrieved November 29, 2019, from <http://wehewehe.org/>
- National Institute of Mental Health, National Institutes of Health. (2018). Children and Mental Health: Is This Just a Stage? U.S. Department of Health and Human Services. Retrieved from https://www.nimh.nih.gov/health/publications/children-and-mental-health/childrenandmentalillness_508_157169.pdf
- Nazir, A. K., Zafar, I., Shaheen, A., Maqbool, B., & Qamar, U. (2019). *GGSE-Website Usability Evaluation Framework*. Department of Computer and Software Engineering, NUST, College of E&ME, Rawalpindi, Pakistan. Retrieved from https://www.researchgate.net/profile/Bilal_Maqbool3/publication/321018660_GGSE-Website_Usability_Evaluation_Framework/links/5be3fddd4585150b2ba6f07c/GGSE-Website-Usability-Evaluation-Framework.pdf
- Nicholl, H., Tracey, C., Begley, T., King, C., & Lynch, A. M. (2017). Internet Use by Parents of Children With Rare Conditions: Findings From a Study on Parents’ Web Information Needs. *Journal of Medical Internet Research*, 19(2), e51. <https://doi.org/10.2196/jmir.5834>
- Nielsen, J. (2012, January 3). Usability 101: Introduction to Usability. Retrieved November 25, 2019, from <https://www.nngroup.com/articles/usability-101-introduction-to-usability/>

- Oakley, N. S., and Daudert, B. (2015). 263–274 “Establishing Best Practices to Improve Usefulness and Usability of Web Providing Atmospheric Data.” *American Meteorological Society*
- Osman, B., & Blinder, H. (1995). *No One to Play With: Social Problems of LD and ADD Children* (2nd ed.). Novato, CA: Academic Therapy Productions.
- Pehora, C., Gajaria, N., Stoute, M., Fracassa, S., Serebale-O’Sullivan, R., & Matava, C.T. (2015). Are Parents Getting it Right? A Survey of Parents’ Internet Use for Children’s Health Care Information. *Interactive Journal of Medical Research*, 4(2), 1-10. <https://doi.org/10.2196/ijmr.3790>
- Seltzer, M. M. et al. (2001). Life Course Impacts of Parenting a Child With a Disability. *American Journal on Mental Retardation*, 106, 265–286.
- Seltzer, M. M., Greenberg, J. S., Floyd, F. J., & Hong, J. (2004). Accommodative Coping and Well-Being of Midlife Parents of Children With Mental Health Problems or Developmental Disabilities. *American Journal of Orthopsychiatry*, 74(2), 187–195.
- Speicher, M. (2015). What is Usability? A Characterization based on ISO 9241-11 and ISO/IEC 25010. *ArXiv:1502.06792 [Cs]*. Retrieved from <http://arxiv.org/abs/1502.06792>

Appendix A

Pre-Survey: Demographics

Participant Demographics: Mana`olana Website Usability Study

All responses will be anonymous.

1. Gender

Mark only one oval.

- ☐ Male
☐ Female
☐ Prefer not to answer

2. Age Group

Mark only one oval.

- ☐ 21 - 34
☐ 35 - 44
☐ 45 - 54
☐ 55 - 64
☐ 65 - 74
☐ 75 years or older
☐ prefer not to answer

3. Highest level of education completed

Mark only one oval.

- ☐ High School Graduate
☐ Associate Degree
☐ Bachelor's Degree
☐ Master's Degree
☐ Doctorate Degree
☐ Professional Degree
☐ Trade/ Technical/Vocational Training
☐ Prefer not to answer

4. Employment

Mark only one oval.

- ☐ Employed full-time (40 hours/week)
☐ Employed part-time (Less than 40 hours/ week)
☐ Retired
☐ Student
☐ Not employed
☐ Prefer not to answer

4. How easy was it for you to find counseling services for a parent who cares for a child with mental

1

2

3

4

5

Not easy

☐
☐
☐
☐
☐

Very easy

5. How organized is the wireframe for the Mana`olana website? (A wireframe is a draft of

1

2

3

4

5

Not very organized

☐
☐
☐
☐
☐

Very organized

If you have any suggestions on how the wireframe might be better organized or more clearly written, please share them here:

Long answer text

Appendix C

Mana‘olana Website Post-Survey

Participant Post-Survey: Mana`olana Website Usability Study

Please answer the questions to the best of your ability.

1. How easy was it for you to find a service provider for a child who needs to be evaluated for mental illness?

	1	2	3	4	5	
Not easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very easy

2. How easy was it for you to find a service provider for a child who has already been diagnosed with a mental illness?

	1	2	3	4	5	
Not easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very easy

3. How easy was it for you to find a support group for a parent who cares for a child with mental illness?

	1	2	3	4	5	
Not easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very easy

4. How easy was it for you to find counseling services for a parent who cares for a child with mental illness?

	1	2	3	4	5	
Not easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very easy

5. How organized is this the website?

	1	2	3	4	5	
Not very organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very organized

6. How much do you like the appearance of this website?

	1	2	3	4	5	
Not very much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

If you have any suggestions on how the user might have a better experience using this website, please share them here:

Long answer text

.....

Appendix D

Word Document of Website Content

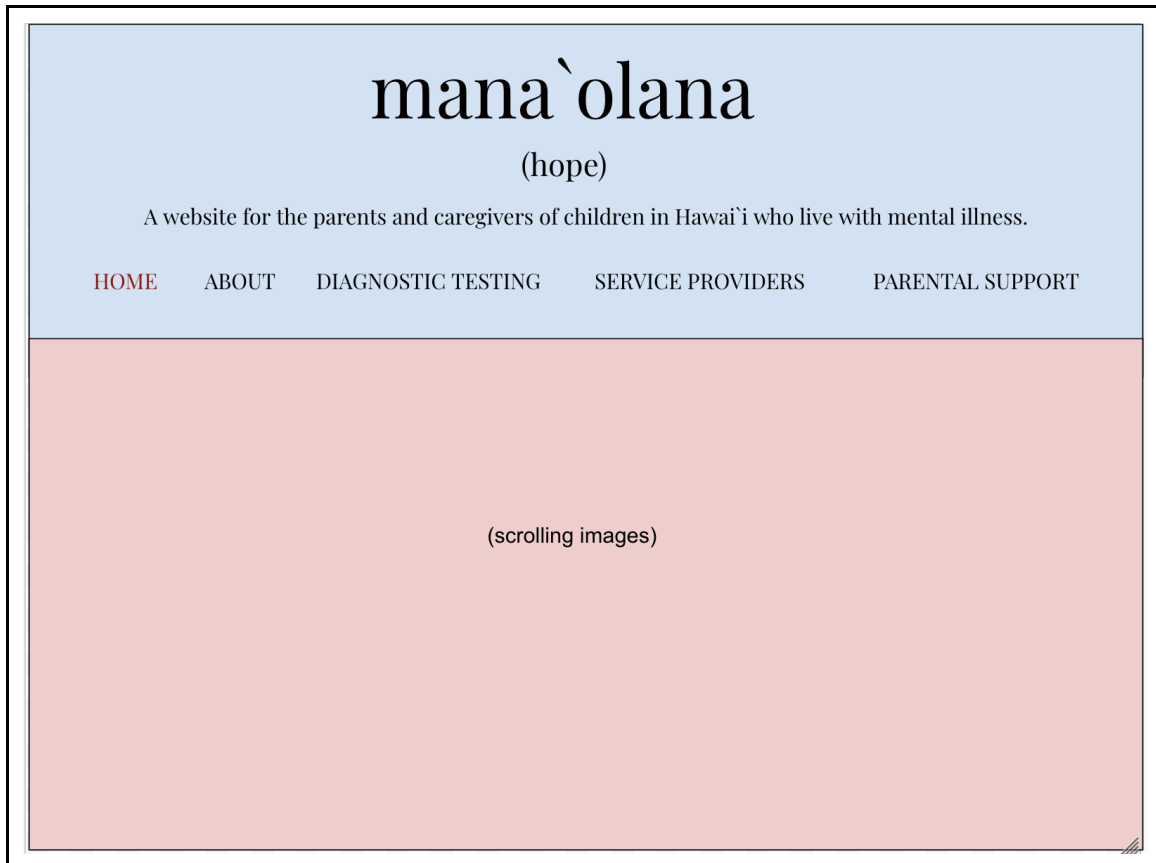
Homepage	Image(s) and menu bar
About Page	<p>This website was designed by a Hawai`i mother for the benefit of other parents and caregivers in the state of Hawai`i whose children live with mental illness.</p> <p>Mana`olana is the Hawaiian word meaning “hope.” In the Hawaiian language, “mana`o” has several meanings, including “thought, mind, to think.” The Hawaiian word “lana” has several meanings, including “floating, calm, still.” Jointly, “mana`olana” figuratively translates to “hope.” (Nā Puke Wehewehe ‘Ōlelo Hawai‘i, 2019)</p> <p>As parents of children with mental illness, there are times when we feel as if all hope is lost. Living with and caring for a child with a mental illness affects the entire family, and no parent should walk this journey alone. There are others out there who “get it.” Resources are available, and there is no shame in asking for help.</p> <p>This website is dedicated to Hawai`i’s parents and the “villages” who care for children with a mental illness. May you find the information and resources to be beneficial and helpful for you and your child, and may you believe that each new day brings a fresh start and a renewed sense of hope.</p>
Diagnostic Testing	<p>Parents of children with a mental health condition often wonder if their child’s intellectual, social, and emotional development is on track with that of their peers. Parents may notice that their child shows worrisome behaviors, shifts in mood, or has difficulties in social situations, and may want to find out if their concerns might indicate a deeper mental health issue.</p> <p>If you have concerns such as these, a good place to start is by talking with your child’s pediatrician and school counselor. They can provide you with referrals and next steps in order for your child to be tested and evaluated. The following service providers are located in the state of Hawai`i, and can give you further direction and next steps.</p> <ul style="list-style-type: none"> - LD-ADHD Center of Hawaii - Oahu Psychological Services - Mililani Psychology Group - Black Sand Neuropsychological Services

	<ul style="list-style-type: none"> - Lisa Duke, PhD - Ola Hou Clinic - Mind & Body Works Inc. - Psychology Today Website
Service providers in Hawai‘i for children who have been diagnosed with mental illnesses	<p>If your child has already been diagnosed with a mental illness, it is important to find a therapist who is the “right fit” for your child, as well as your family. Service providers will often allow an initial consultation to see if they will have a good working relationship with your child. Sometimes it takes time and several tries to find a therapist that your child feels comfortable working with.</p> <p>Listed below are reputable service providers located in the state of Hawai‘i. These providers range from outpatient therapists to day treatment, residential programs, and acute care. In addition, you may search the Psychology Today website to read about child therapists, their areas of expertise, and their location within the state.</p> <p>Outpatient Therapy for Children</p> <ul style="list-style-type: none"> - Play Therapy Center of Kailua - Black Sand Neuropsychological Services - Ho‘oko LLC - Social Skills Groups: LD-ADHD Center, Holistic Psych Center - Psychology Today Website <p>Day and Partial Programs for Adolescents</p> <ul style="list-style-type: none"> - Kahi Mohala - Queen’s Family Treatment Center <p>Residential Program for Children and Adolescents</p> <ul style="list-style-type: none"> - Kahi Mohala <p>Acute Care for Children and Adolescents</p> <ul style="list-style-type: none"> - Kahi Mohala - Queen’s Family Treatment Center <p>Inclusive Activities and Programs for Children with Special Needs</p> <ul style="list-style-type: none"> - Never Quit Dreaming - Therapeutic Horsemanship of Hawai‘i - City and County of Honolulu Therapeutic Services
Parental Support	<p>Parenting and caring for a child with a mental illness requires a great deal of time, effort, and energy. Parents and caregivers may</p>

	<p>notice that their own mental and emotional health is being affected due to their child’s extensive needs. It isn’t always easy to talk about mental illness with others, yet parents need their own support system in place, just as their child does.</p> <p>Support Groups for Parents</p> <ul style="list-style-type: none"> - Side by Side Ministry - NAMI Hawai‘i - TACA - SPIN Network Hawai‘i - Child and Family Services - Parent Partners
	<p>Therapy Providers for Parents</p> <ul style="list-style-type: none"> - Psychology Today website
Resources	<p>Informational Resources</p> <p>Information about Mental Illness</p> <ul style="list-style-type: none"> - Child Mind Institute - Society for Adolescent Health and Medicine - NAMI: Mental Health Conditions <p>Who can I call for help?</p> <ul style="list-style-type: none"> - Family Guidance Centers - CAMHD - Hawaii Disability Rights - Leadership in Disabilities Association Hawaii - Adult Protective Services - Crisis Line - Access Line

Appendix E

Wireframe of Mana‘olana Website



mana`olana

(hope)

A website for the parents and caregivers of children in Hawai'i who live with mental illness.

[HOME](#)

[ABOUT](#)

[DIAGNOSTIC TESTING](#)

[SERVICE PROVIDERS](#)

[PARENTAL SUPPORT](#)

ABOUT

The American Psychiatric Association defines mental illnesses as "health conditions involving changes in emotion, thinking or behavior...associated with distress and/or problems functioning in social, work or family activities" (Leshner, 2019). Examples of mental illness include, but are not limited to: Attention-Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), Autism Spectrum Disorder (ASD), Substance Abuse and Addiction Disorders, Depression, Anxiety, Attachment Disorders, and Mood Disorders (Center for Mental Health Services Division of State and Community Systems Development, 2017).

This website was designed by a Hawai'i mother for the benefit of other parents and caregivers in the state of Hawai'i whose children live with mental illness.

Mana`olana is the Hawaiian word meaning "hope." In the Hawaiian language, "mana`o" has several meanings, including "thought, mind, to think." The Hawaiian word "lana" has several meanings, including "floating, calm, still." Jointly, "mana`olana" figuratively translates to "hope." (Nā Puke Wehewehe `Ōlelo Hawai'i, 2019)

As parents of children with mental illness, there are times when we feel as if all hope is lost. Living with and caring for a child with a mental illness affects the entire family, and no parent should walk this journey alone. There are others out there who understand. Resources are available, and there is no shame in asking for help.

This website is dedicated to Hawai'i's parents and the "villages" who care for children with a mental illness. May you find the information and resources to be beneficial and helpful for you and your child, and may you believe that each new day brings a fresh start and a renewed sense of hope.

mana`olana

(hope)

A website for the parents and caregivers of children in Hawai`i who live with mental illness.

HOME ABOUT **DIAGNOSTIC TESTING** SERVICE PROVIDERS PARENTAL SUPPORT

DIAGNOSTIC TESTING

Parents of children with a mental health condition often wonder if their child's intellectual, social, and emotional development is on track with that of their peers. Parents may worry if their child's behaviors, moods, or peer relationships are "normal." Sometimes, a child's relationships and behavior might indicate a deeper mental health issue. If you have concerns such as these, a good place to start is by talking to your child's pediatrician and school counselor. They can provide you with referrals and next steps in order for your child to be tested and evaluated.

The Psychology Today website allows users to conduct searches to learn more about doctors and therapists, their areas of expertise, and their locations within the state. The providers listed on this page are located within the state of Hawai`i, and can provide you with further direction and next steps.

LD-ADHD Center of Hawaii	Lisa Duke, PhD	Mind & Body Works Inc
Oahu Psychological Services	Ola Hou Clinic	Black Sand Neuropsychological Services (Hawai`i island)
Mililani Psychology Group		Psychology Today Website

mana`olana

(hope)

A website for the parents and caregivers of children in Hawai‘i who live with mental illness.

[HOME](#)[ABOUT](#)[DIAGNOSTIC TESTING](#)[SERVICE PROVIDERS](#)[PARENTAL SUPPORT](#)

SERVICE PROVIDERS

If your child has already been diagnosed with a mental illness, it is important to find a therapist who is the “right fit” for your child and your family, as well as treatment that is appropriate for your child. Doctors and therapists will often allow an initial consultation to see if they will have a good working relationship with your child. Sometimes it takes time and several visits to find a provider whom your child feels comfortable working with.

Listed below are several service providers located in the state of Hawai‘i. These providers range from outpatient therapists to day programs, residential programs, and acute care programs. In addition, you may search the *Psychology Today* [website](#) to read more about doctors and therapists, their areas of expertise, and their locations within the state.

Many organizations are contracted by the State of Hawai‘i Department of Health to provide services for children within the home and community. Most often, children are able to receive services through the State of Hawai‘i Department of Health if they have an IEP and are receiving special education services or they have Quest medical insurance. To read more about special education in Hawai‘i and the IEP process, please visit the Special Parent Information (SPIN) [website](#).

Outpatient Therapy for Children

[Play Therapy & Counseling Center of Hawaii, LLC](#)
(O`ahu)

[Black Sand Neuropsychological Services \(Hawai`i Island\)](#)

[LD-ADHD Center of Hawaii](#)
(O`ahu)

[Holistic Psych Center](#)
(O`ahu)

[Hawai`i Behavioral Health](#)
(O`ahu, Hawai`i Island, Kaua`i, Maui)

[Ola Hou Clinic](#)
(O`ahu)

[Roger Hamada, PhD](#)
(O`ahu)

[Psychology Today Website](#)

Inpatient and Partial Hospitalization Programs (O`ahu)

Residential Care for Children and Adolescents

[Kahi Mohala](#)

Acute Care for Children and Adolescents

[Queen's Family Treatment Center](#)

Partial Hospitalization Program for Adolescents (13 - 18 years)

[Kahi Mohala](#)

Services affiliated with the State of Hawai`i Department of Health

[Child and Adolescent Mental Health Division](#) (CAMHD)
(O`ahu, Hawai`i Island, Kaua`i, Maui/ Lana`i/Moloka`i)

Visit the CAMHD website to find out how to contact the Family Guidance Center on your island. Family Guidance Center personnel can provide further information on how to obtain services through the State of Hawai`i Department of Health. Listed below are several organizations who are contracted by the state to provide treatment within the home, community, and school settings.

[Hale Kipa](#)

[Catholic Charities](#)

[Child and Family Service](#)

[Parents and Children Together](#)

mana`olana

(hope)

A website for the parents and caregivers of children in Hawai`i who live with mental illness.

[HOME](#)[ABOUT](#)[DIAGNOSTIC TESTING](#)[SERVICE PROVIDERS](#)[PARENTAL SUPPORT](#)

PARENTAL SUPPORT

Parenting and caring for a child with a mental illness requires a great deal of time, effort, and energy. Parents and caregivers may notice that their own mental and emotional health is affected by their child's extensive needs. It isn't always easy to talk about mental illness with others, yet parents need their own support system in place, just as their child does.

Support Groups

[National Alliance on Mental Illness \(NAMI\)](#) Hawai`i Chapter
(Hawai`i Island, O`ahu, Kaua`i, Maui)

Side by Side Ministry (Inspire Church, O`ahu)
email: sidebyside@inspire.church

[The Autism Community in Action](#) (TACA) Hawai`i Chapter

[Lives in the Balance](#) online support network, based on the *Collaborative and Proactive Solutions* model of Dr. Ross Greene

Counseling

Search the [Psychology Today website](#) to find a therapist in your area.

Information and Resources

Find out more about mental health diagnoses:
[Child Mind Institute](#)

[National Institute of Mental Health \(NIMH\)](#)

Connect with advocacy experts:

[Leadership in Disabilities & Achievement of Hawai‘i](#)

[Hawai‘i Disability Rights](#)

Enroll your child in a program geared for children with special needs:
[Never Quit Dreaming](#)

[Therapeutic Horsemanship of Hawaii](#)

[Department of Parks and Recreation Therapeutic Unit](#)

Numbers to call if your child is a danger to themselves or others:
[24 Hour ACCESS Crisis Line](#)
O‘ahu (808) 832-3100
Neighbor Islands 1-800-753-6879

[Adult Protective Services](#)

Appendix F

CITI Certificates

		Completion Date 01-Sep-2019 Expiration Date 31-Aug-2022 Record ID 33046936
This is to certify that:		
Joy Aiwohi		
Has completed the following CITI Program course:		
Human Subjects Research (HSR) Non-Exempt Social & Behavioral Sciences Researchers and Key Personnel 1 - Basic Course	(Curriculum Group) (Course Learner Group) (Stage)	<div> Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report). </div>
Under requirements set by:		
University of Hawaii		
 Collaborative Institutional Training Initiative		
Verify at www.citiprogram.org/verify/?w55344d73-e9be-4a1e-9862-7a820c9c4cb5-33046936		



Appendix G

Consent to Participate in Study



University of Hawai'i
Consent to Participate in a Research Project

Daniel Hoffman, Principal Investigator

Joy Aiwohi, Co-Investigator

Project title: Mana'olana Website: A Usability Study

Aloha! My name is Joy Aiwohi and you are invited to take part in a research study. I am a graduate student at the University of Hawai'i at Mānoa in the College of Education. As part of the requirements for earning my graduate degree, I am doing a research project.

What am I being asked to do?

If you participate in this project, I will meet with you for an interview at a location and time convenient for you.

Taking part in this study is your choice.

Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you.

Why is this study being done?

The purpose of my project is to evaluate the effectiveness of a website I am creating. I am asking you to participate because you are comfortable navigating the Internet and are accustomed to looking at websites.

What will happen if I decide to take part in this study?

The interview will take between 45 minutes to one hour to complete. I will ask you to complete six tasks to evaluate the user-friendliness and ease of use of my website.

Only you and I will be present during the interview. With your permission, I will audio-record the interview so that I can later transcribe the interview and analyze the responses. You will be one of nine people I will interview for this study. With your permission, I will also capture a screenrecording as you navigate the website.

What are the risks and benefits of taking part in this study?

I believe there is little risk to you for participating in this research project. You may become stressed or uncomfortable answering any of the interview questions or discussing topics with me during the interview. If you do become stressed or uncomfortable, you can skip the question or take a break. You can also stop the [interview](#) or you can withdraw from the project altogether.

There will be no direct benefit to you for participating in this interview. However, the results of this project will result in the creation of a website that will be useful for parents and caregivers in Hawaii.

Privacy and Confidentiality:

I will keep all study data secure in a locked filing cabinet in a locked office/encrypted on a password protected computer. Only my University of Hawai'i advisor and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawai'i Human Studies Program has the right to review research records for this study.

After I write a copy of the interviews, I will erase or destroy the audio-recordings. When I



University of Hawai'i
Consent to Participate in a Research Project

Daniel Hoffman, Principal Investigator

Joy Aiwohi, Co-Investigator

Project title: Mana`olana Website: A Usability Study

report the results of my research project, I will not use your name. I will not use any other personal identifying information that can identify you. I will use pseudonyms (fake names) and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

Compensation:

You will receive a \$5 Longs gift certificate for your time and effort in participating in this research project.

Future Research Studies:

Even after removing identifiers, the data from this study or biospecimens collected for this study will not be used or distributed for future research studies.

Questions:

If you have any questions about this study, please call me at (808) 372-1376 or email me at jaiwohi@hawaii.edu. You may also contact my advisor, Dr. Daniel Hoffman at (808) 956-5664 or email Dr. Hoffman at hoffman2@hawaii.edu

You may contact the UH Human Studies Program (808) 956-5007 or uhirb@hawaii.edu. to discuss problems, concerns and questions; obtain information; or offer input with an informed individual who is unaffiliated with the specific research protocol. Please visit <http://go.hawaii.edu/iRd> for more information on your rights as a research participant.

If you agree to participate in this project, please sign and date this signature page and return it to Joy Aiwohi.

Signature(s) for Consent:

I give permission to join the research project entitled, "Mana`olana Website: A Usability Study."

Please initial next to either "Yes" or "No" to the following:

<input type="checkbox"/> Yes	<input type="checkbox"/> No	I consent to be audio-recorded for the interview portion of this research.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	I consent to a screen recording as I navigate the website, to be used in this research.

Name of Participant (Print): _____

Participant's Signature: _____

Signature of the Person Obtaining Consent: _____

Date: _____

Mahalo!

Appendix H

Test Script: Wireframe for Mana‘olana Website

Adapted from *Rocket Surgery Made Easy* by Steven Krug © 2010

Aloha, (Participant’s name). My name is Joy Aiwohi, and I will be walking you through this session today.

Before we start, I am going to read some information to you. I am asking people for feedback on the wireframe of a website I intend to design. A wireframe is a “rough draft” of a website. I will use your feedback on the wireframe to design the actual website. This session should take between 45 - 60 minutes.

The first thing I want to assure you of is that I am testing the wireframe, not you. You cannot do anything wrong here. As you look at the wireframe, I’m going to ask you as much as possible to try to think out loud: to say what you’re looking at, what you are trying to do, and what you are thinking. This will be a big help to me.

Also, please don’t worry that you are going to hurt my feelings. I am doing this to make improvements to my wireframe, so I need to hear your honest reactions.

If you have any questions as we go along, just ask. I may not be able to answer them right away, since I’m interested in seeing how people might do with my website when they don’t have anyone sitting next to them to help. But if you still have any questions when we are done, I’ll try to answer them. If you need to take a break at any time, please let me know.

There is a built in microphone on this laptop. With your permission, I am going to record what happens on the screen and in our conversation. The recording will only be used to help me figure out how to improve the wireframe, and it won’t be seen or heard by anyone except me. Also, recording helps me because I don’t have to take as many notes.

If you don’t mind, I’m going to ask you to sign a simple permission form for me. It just says that I have your permission to record you and that the recording will only be seen by me.

(Investigator gives consent to record form to participant for signature).

Do you have any questions so far? Ok. Before we look at the wireframe, I’d like to ask you to fill out an online form to gather some information about my test participants. Feel free to skip any questions that you do not wish to answer.

(Allow sufficient time to complete Google form of demographics survey).

Before we look at the wireframe, I’d like to ask you a couple of quick questions.

On a scale of 1-5, how familiar are you with browsing the Internet? (1 being not familiar, and 5 being very familiar).

Have you ever come across a website that was difficult to use for any reason?

Ok, great. We’re done with the questions, and we can start looking at the wireframe I have created.

(Investigator will click on the bookmark for Mana`olana website home page).

First, I’m going to ask you to look at the home page and tell me what you make of it: what is the purpose of the website, who might make use of the website and what it would be used for. Just look around and talk to me about what you see.

You can scroll if you want to, but please don’t click on anything yet.

(Investigator will allow 3-4 minutes maximum for this).

Thank you. Now I’m going to ask you to try doing some specific tasks. I’m going to read each one out loud and give you a printed copy. Again, as much as possible, it will be helpful if you can think out loud as you complete each task.

(Investigator will give a hard copy of task 1 to the participant and read it aloud. Participant will proceed until task 1 is completed or if it is determined that the task is not able to be completed. This procedure will be followed for each task).

Task 1. About Page

Please click on the link for the “About” page. I will give you a few minutes to read the text on the About page. Please let me know when you have finished reading.

(Investigator will allow 3-4 minutes maximum for this).

Great. Thank you. Now I’m going to ask you a few questions.

1. Who do you think would be able to use this website?
2. According to the information on the About page, explain to me what a mental illness is.
3. Please give me two examples of mental health diagnoses a child might have.

Thank you. Now, we will move on to task 2.

Task 2. Diagnostic Testing Page

Please click on the link for “Diagnostic Testing.” I will give you a few minutes to read the text on this page. Please let me know when you have finished reading.

(Investigator will allow 3-4 minutes maximum for this).

Great. Thank you. Now I’m going to ask you a couple of questions.

1. Why do you think a parent would visit this particular part of the website?
2. Where on this website might a parent go to search for a service provider within a particular area?

Thank you. Now, we will move on to task 3.
<p>Task 3. Service Providers Page</p> <p>Please click on the link for “Service Providers” I will give you a few minutes to read the text on this page. Please let me know when you have finished reading. <i>(Investigator will allow 3-4 minutes maximum for this).</i></p> <p>Great. Thank you. Now I’m going to ask you a couple of questions.</p> <ol style="list-style-type: none"> 1. What do you think is the purpose of this particular section of the website? 2. If you are able to, please tell me the names of two service providers for children who have been diagnosed with a mental illness. <p>Thank you. Now, we will move on to task 4.</p>
<p>Task 4. Support Groups for Parents</p> <p>Please click on the link for Parental Support. I will give you a few minutes to read the text on this page. Please let me know when you have finished reading. <i>(Investigator will allow 3-4 minutes maximum for this).</i></p> <p>Great. Thank you. Now I’m going to ask you a couple of questions.</p> <ol style="list-style-type: none"> 1. Why do you think a parent would visit this particular section of the website? 2. If you are able to, please tell me the name of an organization that a parent might contact to join a support group. <p>Thank you. Now, we will move on to task 5.</p>
<p>Task 5. Counseling Services for Parents</p> <p>Please click on the link for Parental Support. Since you are already familiar with this section of this webpage, I will ask you a couple of questions, this time related to counseling for parents.</p> <ol style="list-style-type: none"> 1. If you are able to, please tell me how a parent might go about searching for a counselor for him/herself in a particular area. 2. If you are able to, please tell me the name of an organization that a parent might contact in order to receive counseling services for him/herself. <p>Thank you. Now, we will move on to our final task.</p>
<p>Task 6. Information and Resources for Parents</p> <p>Please click on the link for Parental Support. Since you are already familiar with this section of this webpage, I will ask you a couple of questions, this time related to information and resources for parents.</p> <ol style="list-style-type: none"> 1. If you are able to, please give me the name of a website that a parent might visit to find out more about a particular mental illness. 2. If you are able to, please give me the name of an organization in Hawaii that offers inclusive activities for children with special needs.

Thank you. Your participation and thinking out loud was very helpful. That was the final task for today. Before we conclude, I would like you to take a few minutes to complete a brief online survey.

(Investigator allows approximately 5 minutes for this).

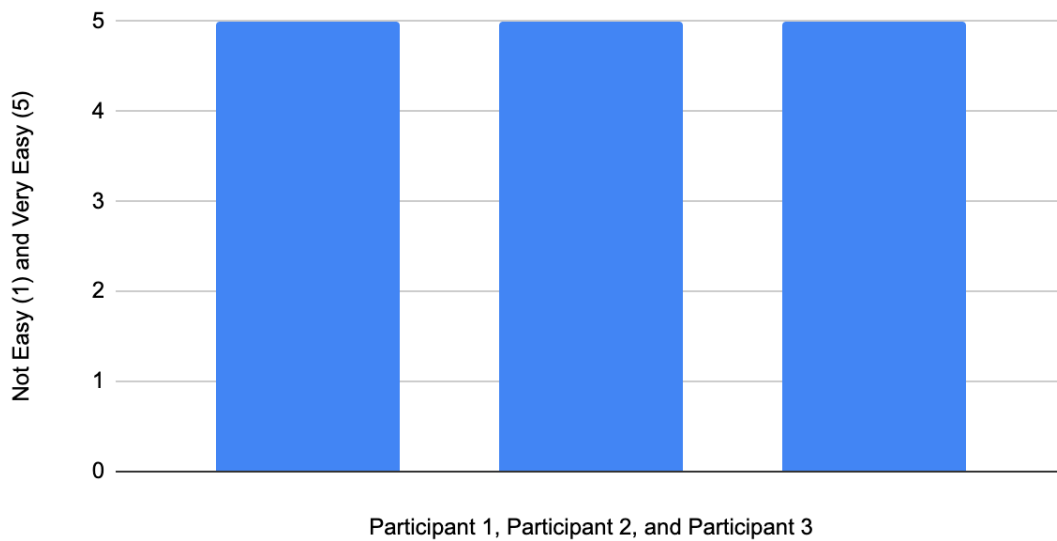
Do you have any questions for me, now that we are done?

(Investigator will answer any questions from the participant. Screen recorder will be stopped, and the file will be saved. Investigator will give the participant a \$5 gift card, and thank him/ her for participating in the study).

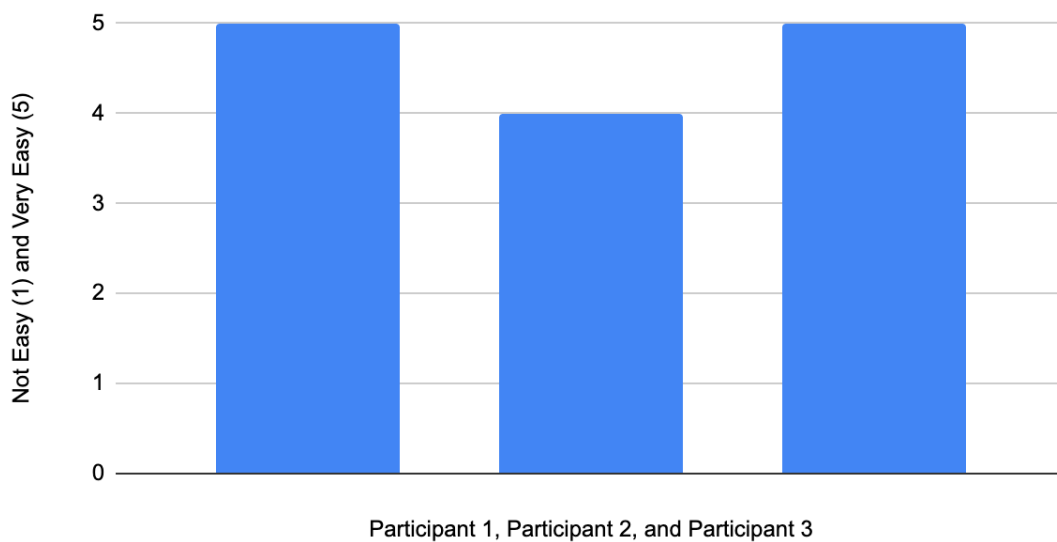
Appendix I

Wireframe Post-Survey Results

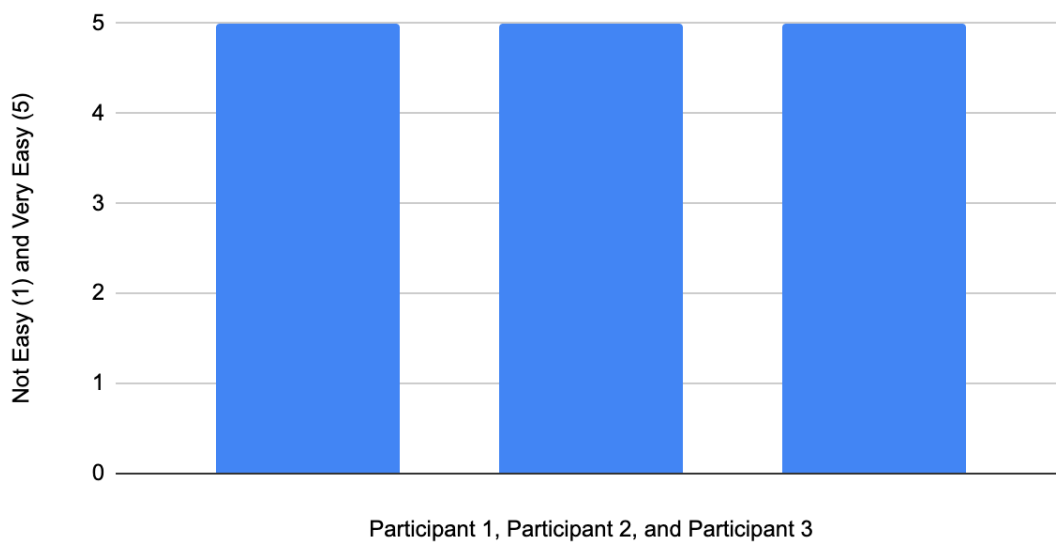
Task 1. How easy was it for you to find a service provider for a child who needs to be evaluated for mental illness?



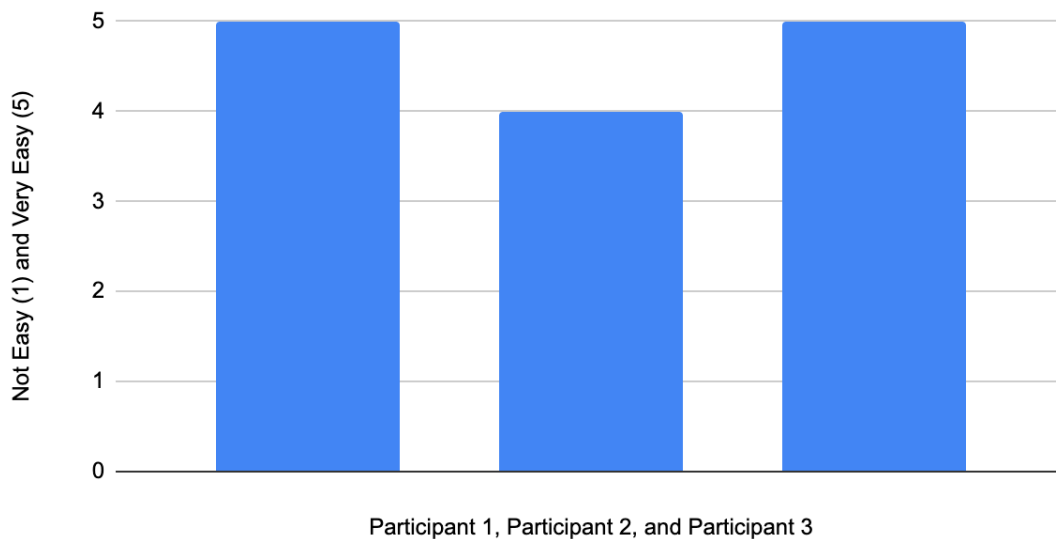
Task 2. How easy was it for you to find a service provider for a child who has already been diagnosed with a mental illness?



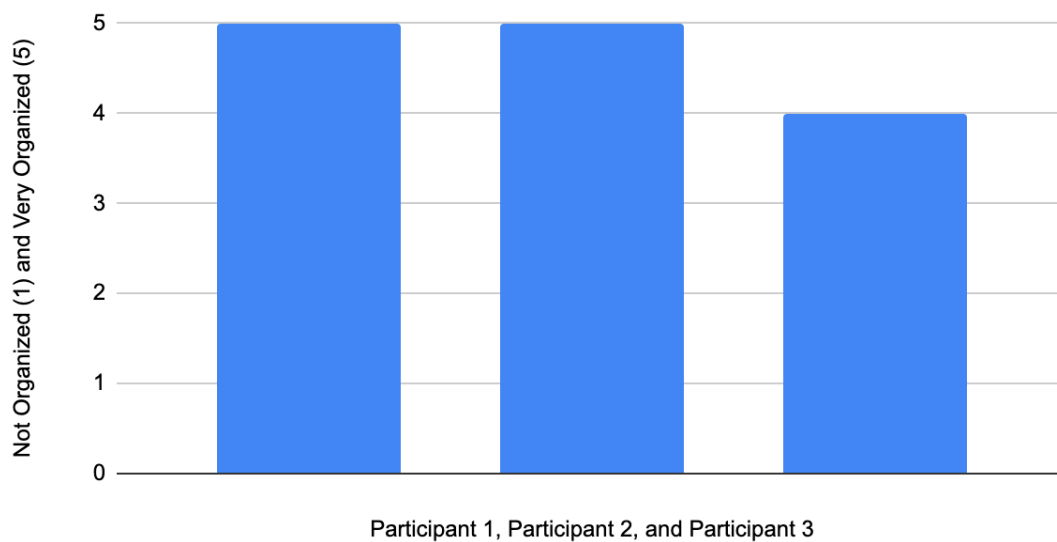
Task 3. How easy was it for you to find a support group for a parent who cares for a child with mental illness?



Task 4. How easy was it for you to find counseling services for a parent who cares for a child with mental illness?



Task 5. How organized is the wireframe for the Mana'olana website?



If you have any suggestions on how the wireframe might be better organized or more clearly written, please share them here:

2 responses

I think this a great start for your wireframe. I like how you have hyperlinks throughout the webpage. Some possible suggestions you could add would be pictures throughout the pages, and possible testimonials along the boarder/different "tabs" of the webpage. The testimonials will help ease a parent navigating the website and make them feel assured that this website will provide necessary support. Great job so far and excited to see the finished website! Good luck!

informative, easy to follow.

Appendix J

Wireframe Usability Test Notes

Wireframe test #1 - 2/17/20

Problem	Evidence	Adjustments made to wireframe
Task 1. About Page - Participant was unable to explain what a mental illness is - participant was unable to give two examples of mental health diagnoses a child might have.	Investigator noticed that the wireframe did not contain sufficient information for user to complete the given tasks	Definition of mental illness was added to first paragraph of the About page. Examples of mental illnesses were added to the first paragraph of the About page.
Task 2. Diagnostic Testing Page - Participant was unable to say where a parent might go to locate a service provider within a particular area	- Participant bypassed Psychology Today website - Participant selected “mental health care providers” to locate a service provider to do diagnostic testing	Explanation of Psychology Today website was inserted into the introductory text of Diagnostic Testing Page.

Wireframe test #2 - 2/17/20

Problem	Evidence	Adjustments made to wireframe
Task 2. Diagnostic Testing Page Participant was unable to say where a parent might go to locate a service provider within a particular area.	Participant bypassed the Psychology Today website.	Psychology Today was italicized. A link to the Psychology Today website was provided in the introductory text
Several pages of the wireframe lacked a heading to precede introductory text.	Investigator noticed that some of the pages did not have a heading at the top of the introductory text.	Headings were added to the About page, Diagnostic Testing Page, and Parental Support page

Wireframe test #3 - 2/19/20

Problem	Evidence	Adjustments made to wireframe
<p>Task 2. Diagnostic Testing Page</p> <p>Participant was unable to say where a parent might go to locate a service provider within a particular area.</p>	<p>Participant stated that a parent might go to the service providers page to locate a service provider within a particular area. Participant then stated that a parent could go to the Psychology Today website.</p>	<p>- text was rewritten as follows: The <i>Psychology Today</i> website allows users to conduct searches to learn more about doctors and therapists, their areas of expertise, and their locations within the state. The providers listed here are located within the state of Hawai‘i, and can provide you with further direction and next steps.</p>
<p>Task 6. Information and Resources for Parents</p> <p>Participant was unable to identify an organization that offered inclusive activities for children with special needs.</p>	<p>Participant stated that activities might be found within NAMI Hawaii Chapter.</p>	<p>None, as this problem only occurred with one participant.</p>
<p>Service Providers Page</p> <p>Inconsistencies were observed between the Service Providers page and the Parental Support Page.</p>	<p>Participant mentioned that the <i>Psychology Today</i> website was not hyperlinked on the Parental Support page, and the name of this organization was not italicized, as it was on Service Providers page. Participant suggested that consistency be used within the introductory text.</p>	<p><i>Psychology Today</i> was italicized and a hyperlink was added for its website</p>

Post-survey feedback: Mana‘olana Wireframe

Participant 1	none
Participant 2	informative, easy to follow.
Participant 3	I think this a great start for your wireframe. I like how you have hyperlinks throughout the webpage. Some possible suggestions you could add would be pictures throughout the pages, and possible

	<p>testimonials along the boarder/different "tabs" of the webpage. The testimonials will help ease a parent navigating the website and make them feel assured that this website will provide necessary support. Great job so far and excited to see the finished website! Good luck!</p>
--	--

Appendix K

Test Script: Mana‘olana Website

Adapted from *Rocket Surgery Made Easy* by Steven Krug © 2010

Aloha, (Participant’s name). My name is Joy Aiwohi, and I will be walking you through this session today.

Before we start, I am going to read some information to you. I am asking people to try using a website that I am working on so I can see if it works as intended. This session should take between 45 - 60 minutes.

The first thing I want to assure you of is that I am testing the site, not you. You cannot do anything wrong here. As you use the site, I’m going to ask you as much as possible to try to think out loud: to say what you’re looking at, what you are trying to do, and what you are thinking. This will be a big help to me.

Also, please don’t worry that you are going to hurt my feelings. I am doing this to improve my site, so I need to hear your honest reactions.

If you have any questions as we go along, just ask. I may not be able to answer them right away, since I’m interested in seeing how people do with my website when they don’t have anyone sitting next to them to help. But if you still have any questions when we are done, I’ll try to answer them. If you need to take a break at any time, please let me know.

There is a built-in microphone on this laptop. With your permission, I am going to record what happens on the screen and in our conversation. The recording will only be used to help me figure out how to improve the site, and it won’t be seen or heard by anyone except me. Also, recording helps me because I don’t have to take as many notes.

If you don’t mind, I’m going to ask you to sign a simple permission form for me. It just says that I have your permission to record you and that the recording will only be seen by me.

(Investigator gives consent to record form to participant for signature).

Do you have any questions so far? Ok. Before we look at the site, I’d like to ask you to fill out an online form to gather some information about my test participants. Feel free to skip any questions that you do not wish to answer.

(Allow sufficient time to complete Google form of demographics survey).

Before we look at the site, I’d like to ask you a few quick questions.

On a scale of 1-5, how familiar are you with browsing the Internet? (1 being not familiar, and 5 being very familiar).

Have you ever come across a website that was difficult to use for any reason? If so, explain why this website was difficult to use.

Ok, great. We’re done with the questions, and we can start looking at things on the website I have created.

(Investigator will click on the bookmark for Mana`olana website home page).

First, I’m going to ask you to look at this page and tell me what you make of it: what this site is for, and who might be able to make use of it. Just look around and talk to me about what you see.

You can scroll if you want to, but please don’t click on anything yet.

(Investigator will allow 3-4 minutes maximum for this).

Thank you. Now I’m going to ask you to try doing some specific tasks. I’m going to read each one out loud and give you a printed copy.

I’m also going to ask you to do these tasks without conducting a search. This way, we will learn a lot more about how well the site works.

Again, as much as possible, it will be helpful if you can think out loud as you complete each task.

(Investigator will give a hard copy of scenario 1 to the participant and read it aloud. Participant will proceed until task 1 is completed or if it is determined that the task is not able to be completed. This procedure will be followed for each scenario).

Scenario 1: You are a parent who is concerned about your child’s recent behaviors. Your child seems depressed and anxious, and you would like him/her to be evaluated by a mental health provider. Please show me how you would navigate this website to find a service provider who does diagnostic testing for children.

Scenario 2: Your child was recently diagnosed with ADHD and Oppositional Defiant Disorder. You would like your child to begin therapy with a provider who works with children. Please show me how you would conduct a search for a therapist on Oahu who provides treatment for these diagnoses.

Scenario 3: Caring for your child has really taken a toll on you and your family. You would like to start seeing a therapist as a form of self-care. Please show me where you would look on this website to find a therapist for yourself.

Scenario 4: You and your spouse would like to find a support group to join in order to network with other parents who have children diagnosed with a mental illness. Please show me how you would go about finding a support group using this website.

Scenario 5: Your child was recently diagnosed with Autism Spectrum Disorder, and you would like to learn as much about this diagnosis as you can. Please show me how you would go about finding informational readings or articles about Autism.

Scenario 6: You have spent the last hour reading and researching about your child's mental health diagnosis. You have "gotten lost" in all of your online research, and would like to make your way back to the homepage of the Mana'olana Website. Please show me how you would go about doing this.

Thank you. Your participation and thinking out loud was very helpful. That was the final task for today. Before we conclude, I would like you to take a few minutes to complete a brief online survey.

(Investigator allows approximately 5 minutes for this).

Do you have any questions for me, now that we are done?

(Investigator will answer any questions from the participant. Screen recorder will be stopped, and the file will be saved. Investigator will give the participant a \$5 gift card, and thank him/ her for participating in the study).

Appendix L

Website Usability Test Notes

Website test #1 2/26/20

Problem	Evidence	Adjustments Made to Website
Scenario 1 Participant bypassed “Psychological Evaluations” page to find a service provider who does diagnostic testing for children.	Participant clicked on the “Mental Health Care Providers” page to find a service provider who does testing for children.	Menu Bar was adjusted: Psychological Evaluations changed to Testing/Evaluations

Website test #2 2/27/20

Problem	Evidence	Adjustments Made to Website
Scenario 1 Participant bypassed “Psychological Evaluations” page to find a service provider who does diagnostic testing for children.	Participant clicked on the “Mental Health Care Providers” page to find a service provider who does testing for children. Participant decided to contact the State of Hawaii Department of Health to find additional information on testing.	Investigator changed Testing/ Evaluations back to Psychological Evaluations.
Participant shared that the picture on the home page does not look like “local hands.”	Verbal feedback given that the picture on home page does not look like “Hawaiian hands.”	As much as possible, the investigator will replace stock photos with images that are more representative of Hawai‘i and its people.

Website test #3 3/2/20

No problems with any of the tasks. Participant was able to complete all tasks as intended.
--

Website test #4 3/5/20

Problem	Evidence	Adjustments Made to Website
Scenario 1 Participant bypassed “Psychological Evaluations” page to find a service provider who does diagnostic testing for children.	Participant clicked on the “Mental Health Care Providers” page to find a service provider who does testing for children	None. Rationale: Investigator consulted with a mental health care provider, who confirmed that “psychological evaluations” was an appropriate heading for the menu bar in order for a parent to find a provider for diagnostic testing.

Website test #5 3/5/20

No problems with any of the tasks. Participant was able to complete all tasks as intended.
--

Website test #6 3/5/20

Problem	Evidence	Adjustments Made to Website
Scenario 1. Participant bypassed the “Psychological Evaluations” page to find a provider who does diagnostic testing for children.	Participant clicked on the “Mental Health Care Providers” page to find a service provider who does diagnostic testing for children.	None. Rationale: Investigator consulted with a mental health care provider, who confirmed that “psychological evaluations” was an appropriate heading for the menu bar in order for a parent to find a provider for diagnostic testing.
Scenario 3 Participant bypassed the “Counseling” section to find a therapist for a parent in need of counseling.	Participant clicked on the “Mental Health Care Providers” page to find a therapist for a parent.	None. No other participant encountered this problem.

Scenario 4 Participant bypassed the “Support Groups section” to find a support group for parents	Participant clicked on the “Mental Health Care Providers” page to find a support group for parents.	None. No other participant encountered this problem.
Scenario 5 Participant bypassed the “Informational resources” section to find further information about Autism”	Participant selected the “Psychology Today” website to conduct a search about Autism.	Investigator separated “Support and resources” page into two new pages: - Parental Support - Resources

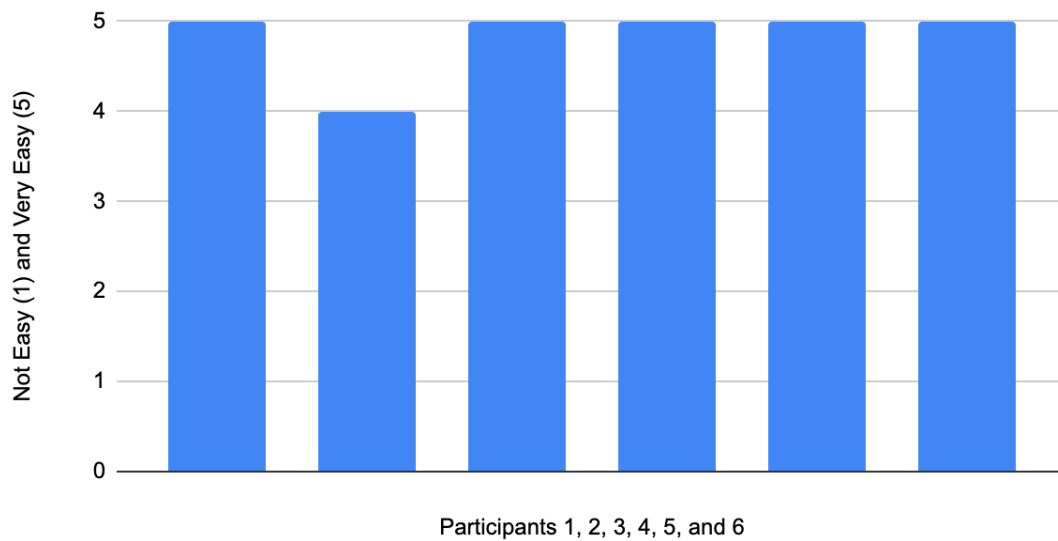
Post-survey feedback: Mana‘olana Website

Participant 1	No suggestions at all! I look forward to bookmarking your website so I can forward it to people I know! Wonderful job, Joy!!!!
Participant 2	none
Participant 3	Support and Resources page was a lot to go through. Maybe separate the topics so the user does not have to refine their search navigating the site.
Participant 4	I love the calming effect all the graphics have had on me!
Participant 5	It would be worthwhile to replace stock images with recreated (local) images. Impressed with the wealth of information & resources available on this website. This would be a helpful site to maintain (beyond the end of the course and into the future.)
Participant 6	The pic on the homepage is dynamic! I would love to see a gallery illustrating more of the aloha and mālama to add to the calming and supporting tone of the website. Mahalo.

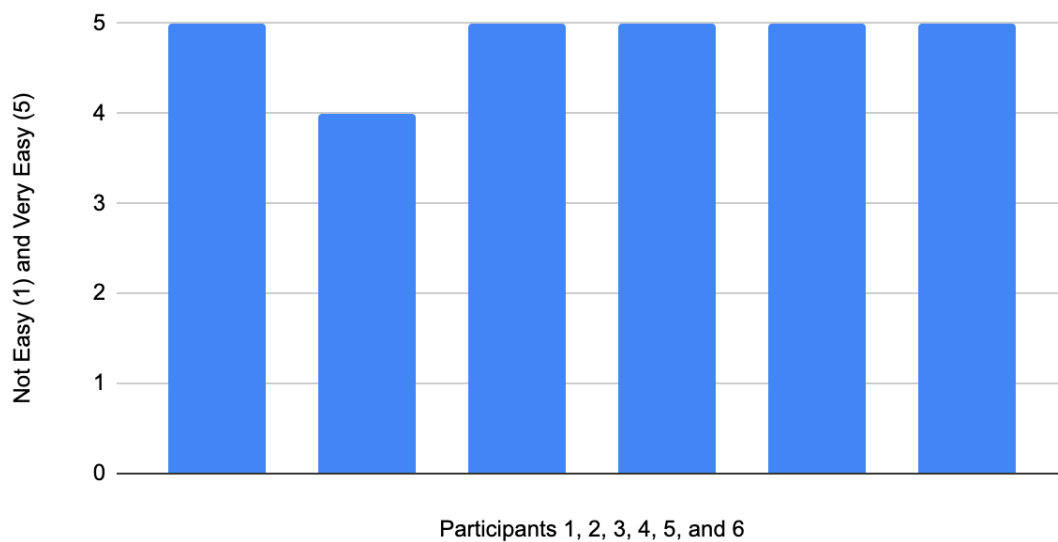
Appendix M

Mana‘olana Website Post-Survey

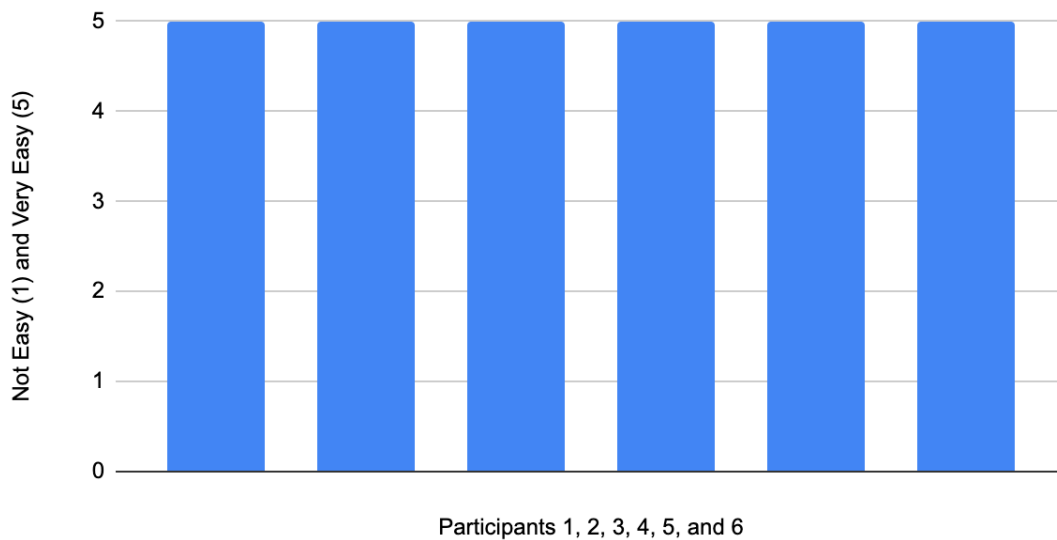
Task 1. How easy was it for you to find a service provider for a child who needs to be evaluated for mental illness?



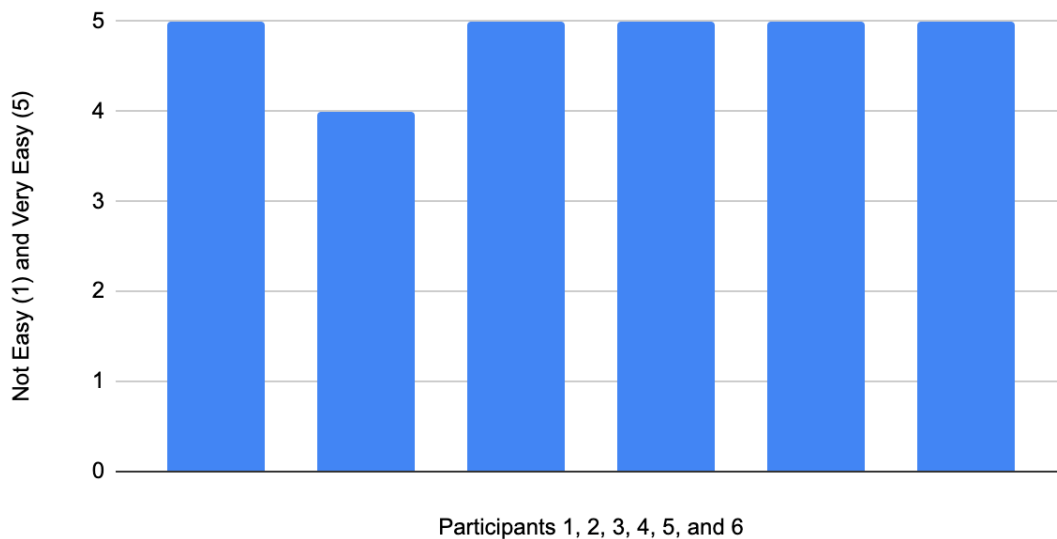
Task 2. How easy was it for you to find a service provider for a child who has already been diagnosed with a mental illness?

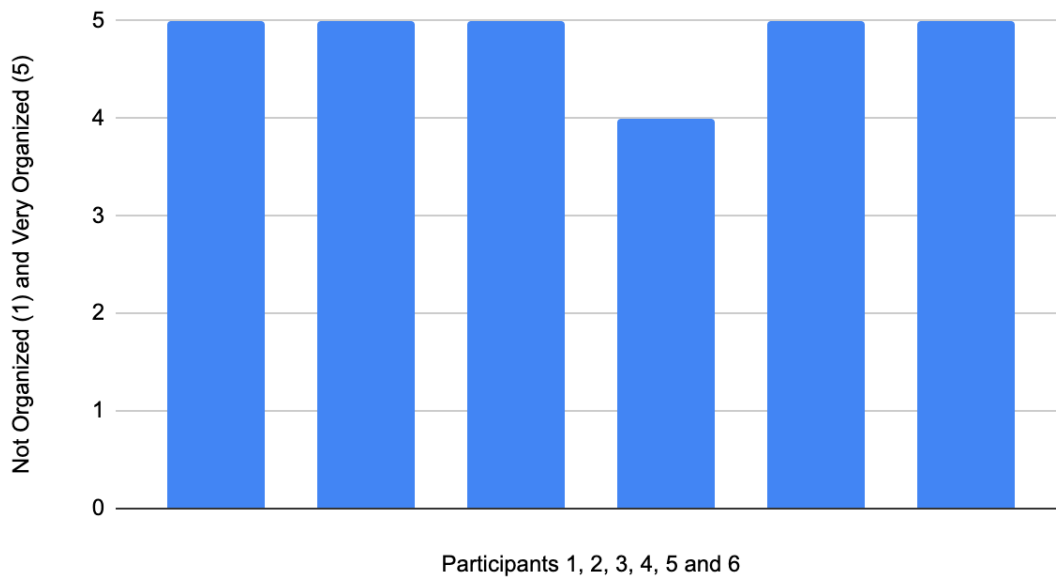


Task 3. How easy was it for you to find a support group for a parent who cares for a child with mental illness?



Task 4. How easy was it for you to find counseling services for a parent who cares for a child with mental illness?



Task 5. How organized is this the website?

If you have any suggestions on how the user might have a better experience using this website, please share them here:

6 responses

No suggestions at all! I look forward to bookmarking your website so I can forward it to people I know! Wonderful job, Joy!!!!

none

Support and Resources page was a lot to go through. Maybe separate the topics so the user does not have to refine their search navigating the site.



I love the calming effect all the graphics have had on me!


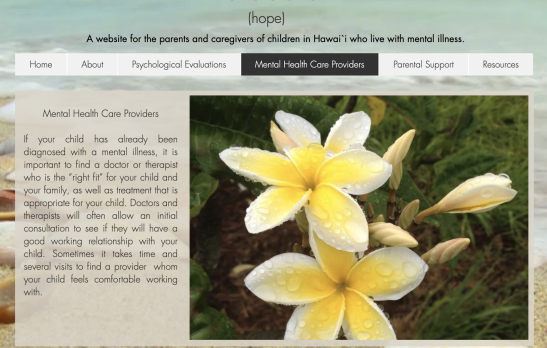
It would be worthwhile to replace stock images with recreated (local) images. Impressed with the wealth of information & resources available on this website. This would be a helpful site to maintain (beyond the end of the course and into the future.)

The pic on the homepage is dynamic! I would love to see a gallery illustrating more of the aloha and mālama to add to the calming and supporting tone of the website. Mahalo.

Appendix N

Changes Made to Website Images

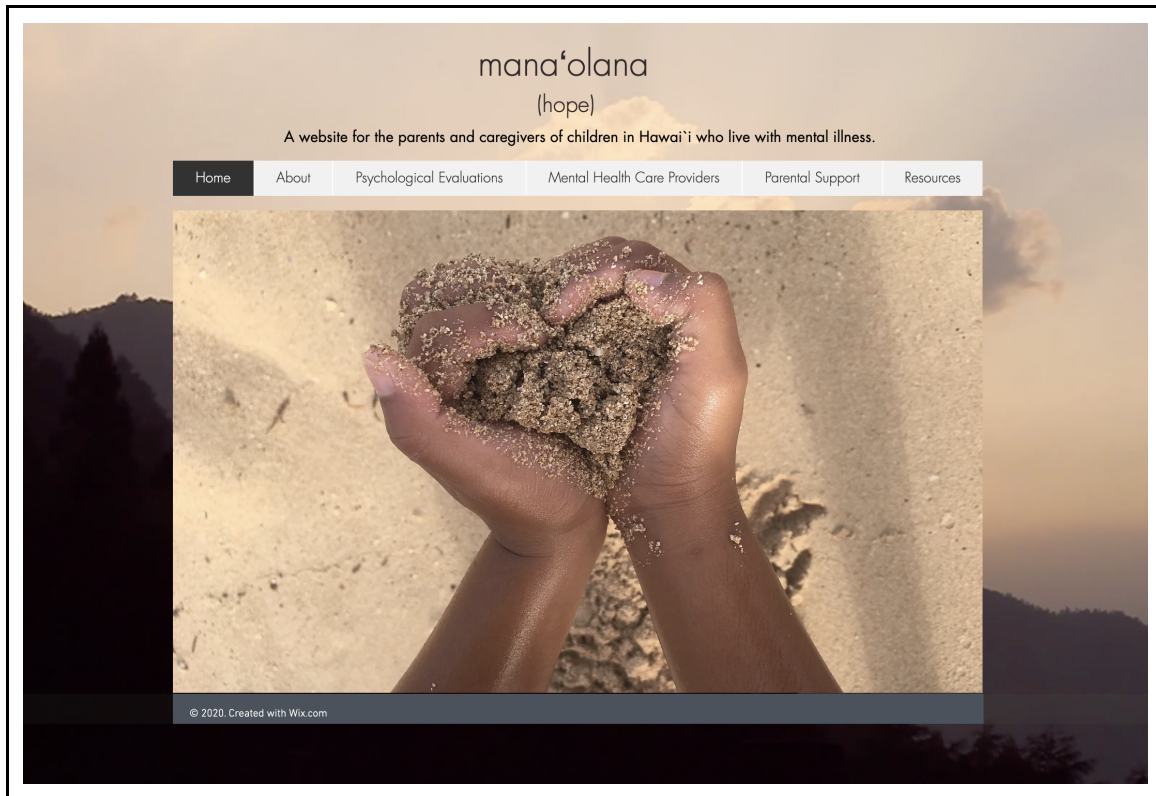
Original Psychological Evaluations Page	Final Psychological Evaluations Page
 <p>The original page features a header with the logo 'mana'olana (hope)' and a tagline 'A website for the parents and caregivers of children in Hawai'i who live with mental illness.' Below this is a navigation bar with links: Home, About, Psychological Evaluations, Mental Health Care Providers, Parental Support, and Resources. The main content area is divided into two sections. The first section, 'Psychological Evaluations', includes a paragraph of text and a photograph of a young boy with brown hair, wearing a white shirt, sitting at a desk and looking at the camera. The second section, 'Finding a Provider', includes a paragraph of text and a photograph of a young girl with dark hair, wearing a green shirt, sitting at a desk and writing on a piece of paper.</p>	 <p>The final page features the same header and navigation bar as the original. The main content area is divided into two sections. The first section, 'Psychological Evaluations', includes a paragraph of text and a photograph of two young boys with dark hair, wearing orange shirts, lying on their stomachs on a grassy field and laughing. The second section, 'Finding a Provider', includes a paragraph of text and a photograph of a young girl with dark hair, wearing a blue shirt, sitting at a desk and playing with colorful geometric blocks.</p>

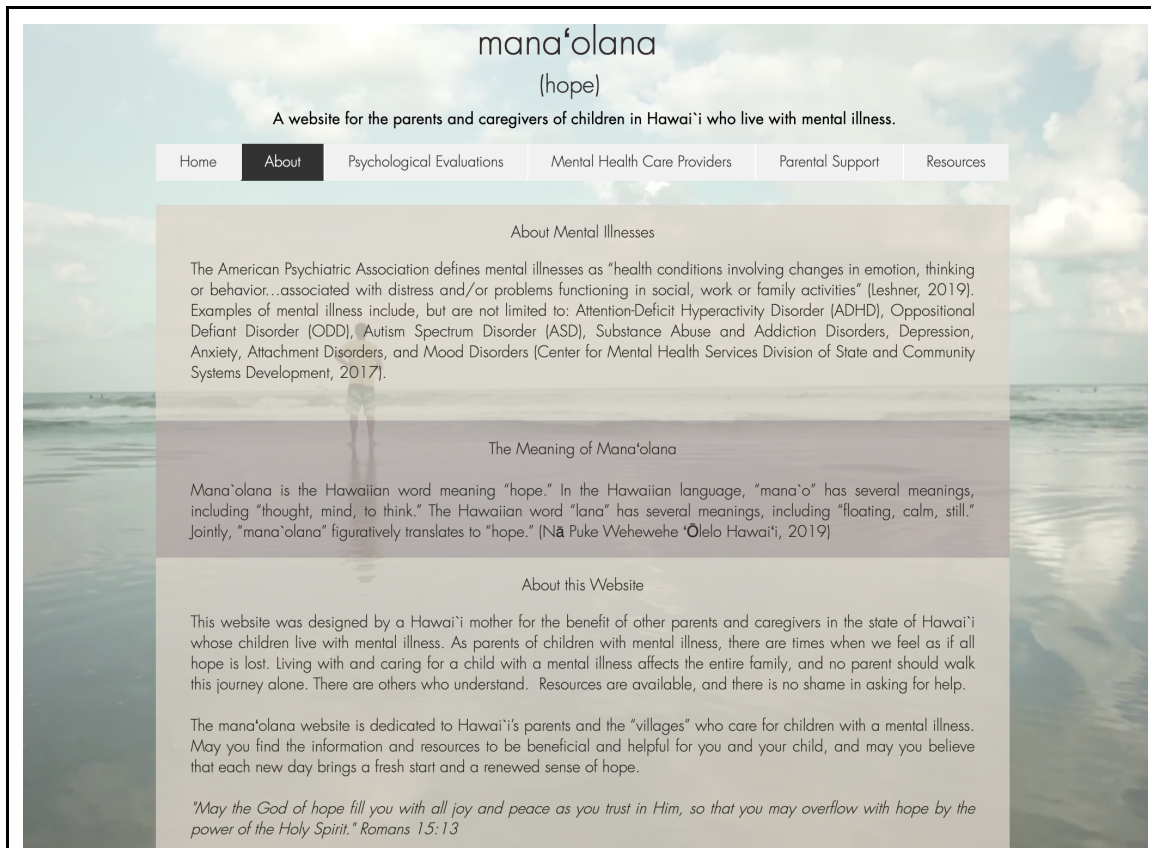
Original image on Parental Support Page	Final image on Parental Support Page
 <p>The image shows a woman lying on a light-colored couch, looking upwards. In the foreground, a person's hands are visible, holding a white notepad. The background is a plain, light-colored wall.</p>	 <p>The image shows a sunset over a body of water. The sun is low on the horizon, creating a warm glow. In the foreground, there are dark, jagged rocks in the water.</p>
Original image on Mental Health Care Providers Page	Final image on Mental Health Care Providers Page
 <p>The image shows a therapist sitting on a light-colored couch, writing on a notepad. In the foreground, a person's hands are visible, resting on their lap. The background is a plain, light-colored wall.</p>	 <p>The image shows a close-up of a yellow flower with water droplets on its petals. The background is a soft, out-of-focus green.</p>

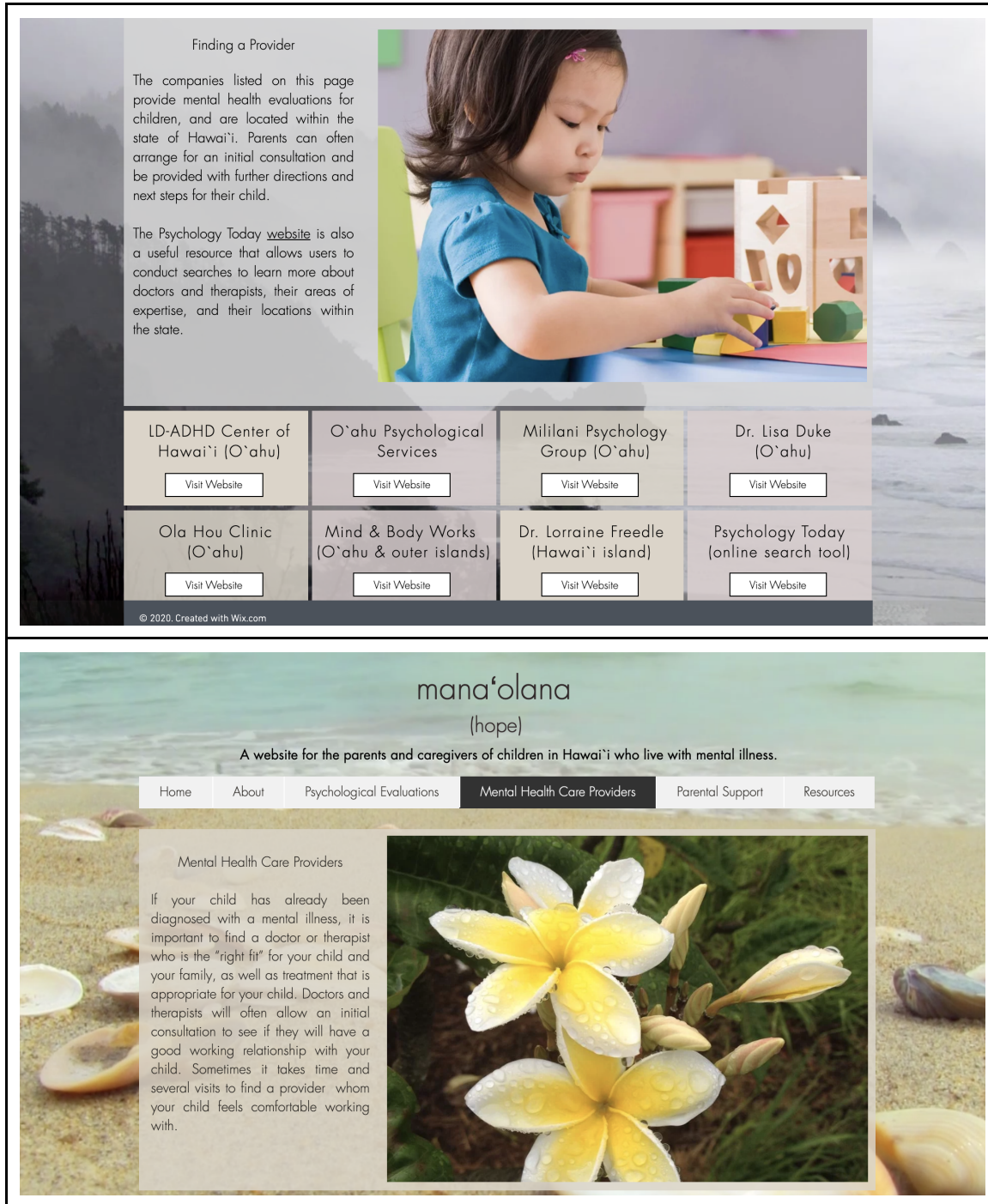
Note. Stock images were changed to give the website a more Hawaiian theme.

Appendix O

Final Mana‘olana Website








Finding a Mental Health Care Provider


The mental health care providers listed on this page are located in the state of Hawai‘i. These providers range from outpatient therapists to day programs, residential programs, and acute care programs.

The Psychology Today [website](#) is also a useful resource that allows users to conduct searches to learn more about doctors and therapists, their areas of expertise, and their locations within the state.



State of Hawai‘i Department of Health

Many organizations are contracted by the State of Hawai‘i Department of Health to provide services for children within the home and community. Most often, children are only able to receive services through the State of Hawai‘i Department of Health if they have an Individualized Education Plan (IEP) or they have Quest medical insurance. To read more about special education in Hawai‘i and the IEP process, please visit the [Special Parent Information \(SPIN\) website](#).



Outpatient Therapy for Children

Outpatient therapy is appropriate for children who are able to function within the home, school, and community, but may require additional support from a therapist. Children will attend therapy sessions at the provider's office, which typically last between 45 - 60 minutes per session. The following companies and individuals provide outpatient therapy within the state of Hawai‘i.

Play Therapy & Counseling Center of Hawai‘i, LLC (O‘ahu) Visit Website	LD-ADHD Center of Hawai‘i (O‘ahu) Visit Website	Ola Hou Clinic (O‘ahu) Visit Website	Roger Hamada, PhD (O‘ahu) Visit Website
Holistic Psych Center (O‘ahu) Visit Website	Black Sand Neuropsychological Services (Hawai‘i Island) Visit Website	Hawai‘i Behavioral Health (Hawai‘i Island, O‘ahu, Kaua‘i, Maui) Visit Website	Psychology Today Website (online search tool) Visit Website

Inpatient and Partial Hospitalization Programs for Children and Adolescents

Inpatient and partial hospitalization programs are appropriate for children who need longer term care and more support than outpatient therapy can offer. O‘ahu has two hospitals that can provide this level of care. A child may require acute care if s/he poses a danger to themselves or to others. Partial hospitalization programs are offered for adolescents only.

Kahi Mohala offers residential and acute care programs for children & adolescents, as well as a partial hospitalization program for adolescents. Visit Website		The Queen’s Family Treatment Center offers an acute care program for children and adolescents. Visit Website
---	---	---

